

BULLETIN  
OF  
CENTENARY COLLEGE  
Chartered 1839  
OF LOUISIANA



1922 - ANNOUNCEMENTS - 1923

SHREVEPORT, LOUISIANA



BULLETIN  
of  
Centenary College  
Chartered 1839  
of Louisiana



Record for 1921-1922  
Announcements 1922-1923



Shreveport      "      "      Louisiana

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# 1922

JANUARY							FEBRUARY							MARCH							APRIL						
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# 1923


JANUARY							FEBRUARY							MARCH							APRIL						
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MAY							JUNE							JULY							AUGUST						
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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**COLLEGE CALENDAR****SESSION OF 1922-1923****1922**

September 26, Tuesday. Registration begins. Students who register after Wednesday, September 27, will be required to pay a delayed registration fee.

September 28, Thursday. Fall term classes begin.

November 11, Saturday. Armistice Day, a holiday.

November 30, Thursday. Thanksgiving Day, a holiday.

December 20, Wednesday. Christmas recess begins, continuing through Monday, January 1, 1923.

**1923**

January 2, Tuesday. Registration day for the winter term. Students who register after this day will be required to pay a delayed registration fee.

January 3, Wednesday. Winter term classes begin.

February 22, Thursday. Washington's birthday, a holiday.

March 21, Wednesday. Registration day for the spring term. Students who register after this day will be required to pay a delayed registration fee.

June 10, Sunday. Commencement Sunday.

June 11, Monday. Class Day.

June 12, Tuesday. Commencement Day.

**BOARD OF TRUSTEES****President.**

Dr. John L. Scales.....Commercial National Bank, Shreveport

**Vice-President**

Mr. J. C. Foster.....City Savings Bank and Trust Company, Shreveport

**Secretary.**

Rev. W. W. Drake, D.D.....543 Egan Street, Shreveport

**Treasurer**

Mr. T. C. Clanton.....Merchants Building, Shreveport

Executive Committee: Messrs. Scales, Foster, Drake, Clanton, Frost,  
Peavy, Sexton, Robinson, Webb.

Atkins, J. W.....Merchants Building, Shreveport

Banks, Judge W. G.....Margaret Place, Shreveport

Carter, Rev. Briscoe, D. D.....Minden

Frost, E. A.....Merchants Building, Shreveport

Gunter, F. E.....New Orleans

Holmes, Rev. W. W.....Lake Charles

Hutchinson, John B.....Hutchinson Building, Shreveport

Holloman, T. W.....Alexandria

Moore, R. T.....Commercial National Bank, Shreveport

Murff, Judge A. J.....Commercial National Bank, Shreveport

Peavy, A. J.....Commercial National Bank, Shreveport

Prestridge, G. S.....Merchants Building, Shreveport

Randle, R. O.....Monroe

Robinson, John M.....La Chute

Schuhle, Rev. William.....Morgan City

\*Sexton, Dr. George S.....Centenary College, Shreveport

Snelling, Rev. J. G.....New Orleans

Webb, Dr. R. D.....Minden

Whited, Frank T.....Shreveport

Wynn, Rev. R. H., D. D.....823 Monrovia Street, Shreveport

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\*Ex-officio.

**OFFICERS OF ADMINISTRATION**

George S. Sexton, D. D.....	Centenary College
President	
Robert E. Smith, A. M., B. D.....	Centenary College
Dean of the College	
Iredell M. Clark.....	Centenary College
Bursar	
Pierce Cline, Ph. B., A. M.....	Centenary College
Registrar	
George M. Reynolds, A. B.....	Centenary College
Secretary of the Faculty.	
Amanda Howell McDonald.....	2940 Samford Ave.
Secretary to the President	
Mrs. E. L. McCain.....	418 Boulevard
Acting Librarian	
Stella E. Steele, A. M.....	Centenary College
Dietitian	
Byron C. Taylor.....	Centenary College
Secretary of Halls	
Daniel B. Raulins, A. B.....	Centenary College
Director of Religious Activities	
Drs. T. P. Lloyd and B. C. Garrett.....	Shreveport
College Physicians	
Hettie I. Strickland.....	Shreveport
Secretary to the Dean	
Alvin N. ("Bo") McMillin, A. B.....	Centenary College
Coach	
Homer H. Norton.....	Centenary College
Athletic Director	
L. B. Hebert, B. S.....	Centenary College
Assistant Athletic Director	

# The Faculty

## THE COLLEGE

- Geo. S. Sexton, D.D. .... President  
 Robt. Edward Smith, Professor of Biblical Literature .... Dean  
 A.B., Edgewood College; A.M., Asbury College; B.D., Vanderbilt. Graduate student Vanderbilt; Graduate student University of Tenn.; Graduate student The University of Chicago.
- Pierce Cline ..... Professor of History  
 Ph.B., and A. M., Emory University. Graduate student The University of Chicago.
- Laura B. Bishop ..... Professor of English  
 B.S. and A.B., Valparaiso; M.A., Columbia.
- \* ..... Adjunct Professor of English
- Jas. C. Alvord ..... Professor of Modern Languages  
 A.B. and A.M., Williams College; B.D., Andover; M.I.L., Emerson School of Oratory. Special student Madrid, Paris, and Rome.
- Roy Moore ..... Professor of Ancient Languages  
 A.B., Southern University; A.M. and B.D., Vanderbilt. Graduate student Columbia.
- Paul Meade Ginnings ..... Professor of Science  
 B.S., M. S., and Ph.D., University of Illinois.
- Geo. M. Reynolds ..... Adjunct Professor of Science  
 A.B., Hendrix College. Graduate student The University of Chicago.
- Maj. Jno. Alexander Hardin ..... Professor of Mathematics  
 B.A., University of Tennessee. Graduate student University of Tennessee and The University of Chicago.
- W. C. Gleason ..... Professor of Education  
 B.A., University of California; Ed.M., Harvard. Graduate student University of California.
- Geo. S. Sexton, Jr. .... Instructor in Public Speaking  
 Trinity College; Southern Methodist University.
- Jas. Roy Jackson ..... Professor of Commerce  
 B.S., State Teachers' College of Missouri. Graduate student The University of Chicago.

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\*To be supplied.

**THE ACADEMY**

- C. M. Hughes, English.....Headmaster  
A.B., B.O., Kentucky State Normal. Graduate student the  
University of Chicago.
- D. B. Raulins.....Latin  
A.B., Ruskin-Cave College. Graduate student Vanderbilt.
- Wm. C. Honeycutt.....Science  
A.B., Centenary College.
- Murray S. Hassell.....History  
A.B., Ruskin-Cave College. Special student L. S. U.
- L. Beverly Hebert.....French and Spanish  
B.S., Millsaps.
- Mrs. Hesta T. Smith.....Mathematics  
B.S., Ruskin-Cave College.
- W. B. Glover.....Assistant in English

**STANDING COMMITTEES OF THE FACULTY**

- Athletics: Professors Jackson, Hardin, Hughes and Reynolds.
- Catalogue: Professors Bishop, Cline, Clark, Hughes.
- Classification and Credits: Professors Cline, Gleason, Ginnings.
- Discipline: Professors Hardin, Gleason, Cline, Reynolds, Moore,  
Jackson.
- Ex-officio: Dean Smith and Headmaster Hughes.
- Publications and Societies: Professors Bishop, Hughes, Hardin,  
Reynolds.
- Religious Activities: Professors Moore, Gleason, Alvord.
- Counsel and Advice: Professors Cline, Hardin, Reynolds, Smith.
- Student Activities: Professors Moore, Alvord, Bishop, Stede.

## GENERAL STATEMENT

### HISTORY OF THE COLLEGE

1825—Louisiana founded a state college at Jackson. This was the "College of Louisiana."

1839—The Methodists of America celebrated the hundredth anniversary of the founding of Methodism by raising a sum of money for religious education. This was the first Centenary Campaign. This same year, 1839, the Methodist Church founded a college for Christian education at Brandon, Mississippi, which they called "Centenary College."

1845—The State of Louisiana sold the "College of Louisiana," by an act of the legislature, to Judge Edward McGhee and others, who turned the property over to the Methodist Conference—Louisiana and Mississippi were both under one conference at that time. Conference moved Centenary College from Brandon, Mississippi, to this property at Jackson, Louisiana. A charter was granted the trustees of "Centenary College of Louisiana,"—the old Centenary under a new name,—that empowered them with authority to confer the regular degrees that were then being conferred by the leading colleges throughout the United States.

At Jackson, Louisiana, Centenary College entered upon a brilliant career. In 1854, at a cost of \$60,000, a large auditorium, of massive Greek style, was added to the group of buildings. This building had a seating capacity of three thousand, besides ample space for library, society halls, offices, and classrooms. The college became known throughout the Old South; nearly every family of prominence in Louisiana, as well as prominent families from the neighboring states, was represented in its halls. Jefferson Davis was once a student here; and Judah P. Benjamin, Secretary of State of the Confederate States of America was also on its rolls.

1861-1868—No classes graduated from Centenary College during the Civil War period, and through the dark time of reconstruction the school would probably have closed its doors forever had it not been for the work of Bishop Keener. For forty years, while he was



a trustee, through untiring devotion to the school and heroic self-sacrifice, he carried on the work of Centenary College.

The following presidents served from 1841-1905: Rev. T. C. Thornton, D.D.; Judge David O. Shattuck, LL.D.; Judge A. B. Longstreet, LL.D.; Rev. R. H. Rivers, D.D.; Rev. B. M. Drake, D.D.; Rev. John C. Miller; Rev. W. H. Watkins, D.D.; Rev. C. G. Andrews, D.D.; Rev. D. M. Rush; Rev. T. A. S. Adams, D.D.; George H. Wiley, M.A. (pro tem); Rev. W. L. C. Hunnicutt, D.D.; Rev. C. W. Carter, D.D.; Rev. I. W. Cooper, D.D.; Rev. H. B. Carre, Ph.D.; and Rev. C. C. Miller.

1908—Centenary College was moved to Shreveport, the Conference Commission having accepted a liberal proposition of the Shreveport Progressive League.

The Commission was composed of Dr. W. E. Boggs, Rev. Briscoe Carter, Dr. J. P. Scott, J. J. Booth, J. B. Hutchinson, P. M. Welsh, W. B. Glassell, J. B. Ardis, J. H. Jordan. Mr. J. W. Atkins and his associates in the Gladstone Realty Co. gave the present beautiful location of forty acres on which the College now stands.

Presidents since its removal to Shreveport have been: Dr. W. L. Weber, of Georgia; Dr. Felix R. Hill; Dr. R. H. Wynn, who served from 1914 to 1919.

During a period of five years, Dr. Wynn rendered a sacrificial service that again saved Centenary College to the cause of education.

Dr. Wynn, having resigned, Professor William R. Bourne was elected president in 1919, and served the College successfully for one year and a half, resigning to aid his Church in the great Educational Movement.

Dr. George S. Sexton, the present incumbent, was then elected president, and, in co-operation with leading citizens of Shreveport, entered at once into a vigorous campaign of endowment and enlargement.

*Location.* Shreveport is situated on Red River in the hill country of Caddo Parish, in North Louisiana. It is a fast-growing city, with a present population of 60,000. It is the railroad center for

this part of the state and is in quick connection with Little Rock, New Orleans, Dallas, and Fort Worth.

Health conditions in Shreveport are excellent. Health surveys, both local and state, show malaria to be rare, and typhoid almost unknown. The city supports one of the best civic departments of sanitation in the South; the water supply is regularly tested by an expert chemist.

Shreveport is a city of active churches and progressive business organizations. It is one of the best governed cities in the United States. The citizenship is of a high type. And the pride of the city is Centenary College.

The College is at the eastern edge of the city. It is at the end of the Highland car line, fifteen minutes from the Courthouse Square. The Campus is a beautiful tract of land, forty acres in extent, half open and half rolling woodland, adjoined on the north and west by an attractive residence section. No more ideal location than this could be found for study. Here the student has the benefits of both country and city.

The close connection between the school and the city affords the student an opportunity to visit many up-to-date sanitariums, to see the workings of the greater commercial organizations, as well as to hear the best lecturers and ministers of the country which are brought to the city during the academic year.

At Centenary College the student is in an environment of moral and religious influences. He is surrounded by physical beauty, in a quiet retreat, best suited to classroom work and study. He can easily avail himself of practical study by his nearness to a progressive city.

*College Library*—The general library contains five thousand volumes of well-selected books for college work and general reading. All the best magazines and many of the great daily newspapers are found on the library tables. The library is in charge of a faculty committee, a regular librarian, and two assistants.

*College Bookstore*—Is maintained in the College Building under the auspices of Centenary College administration, where officers and



students may purchase books and stationery at stated discounts from list prices.

*Student Organization.* Under the system of self-government in use in the College, the various student organizations are supervised by the Student Council, subject to the general approval of the Faculty. The Council controls the schedules of meetings and entertainments and administers rules of eligibility for office-holding and participation in college plays. It also administers the Honor System.

Every regular student is a member of the Undergraduate Association and as such is at liberty, on payment of the student fee, to take part in all general undergraduate and class functions, to make use of all privileges of the Athletic Association. Special students may become special and associate members of the association if they so desire.

*Publications.* The "Maroon and White," weekly publication by the students of Centenary College, is a college paper, as good as can be found in the average college. A year-book, "The Yoncopin" is also issued annually.

*Course of Study.* Centenary College offers a liberal course of four years of undergraduate instruction for men and women. The curriculum leads to the degrees of Bachelor of Arts, and Bachelor of Science.

Students who wish two years of collegiate work, in preparation for professional schools, may enter under the same conditions as those intending to complete the requirements for the Bachelor of Arts degree or Bachelor of Science degree, and take, during the freshman and sophomore years, a program modified to meet the requirements of the professional school to which the transfer is to be made.

*Academic Discipline.* The admission, continuance upon the rolls, and graduation of any student is subject to the full disciplinary power of the College authorities as prescribed by the statutes of Centenary College.

The College makes all possible provision for the safeguarding of the health of its students and it reserves the right to require the with-

drawal of any student whose health, in the opinion of the College Physician, does not warrant his continuing his college course.

*Residence.* All students not residing with their parents are required to live in the College Halls unless for reasons of weight they receive permission from the President to live elsewhere.

*Chapel.* The student is required to attend daily chapel exercises. Members of the faculty and the best speakers from the city and noted visitors in Shreveport usually deliver lectures at this hour.

*Church.* No denominational restrictions are made in Centenary College. The students are of Protestant, Catholic, and Jewish churches. The student is required to attend the church of his faith once on Sunday.

*Y. M. C. A.* The Young Men's Christian Association carries on the regular work of this organization in the College.

*Buildings.* There are eight buildings on the campus, and an additional temporary structure will be erected in the summer of 1922, to accommodate the overflow of students while the greater administration building is in process of construction.

*The Recitation Rooms* occupy the lower floors of three buildings. The laboratories are well equipped with modern apparatus.

*The Dormitories* are large and comfortable with all modern conveniences.

*The Gymnasium* is 40x80 feet.

*The President's Home* is one of the handsomest dwellings in the city.

*Bungalows and Cottages* are provided near the college as homes for professors and married students.

*A Grandstand* of ample size accommodates the crowds that turn out to see the college games.

## PRIZES

*T. Sambola Jones Trophy in Oratory.* Hon. T. Sambola Jones, L.L. D., of Baton Rouge, Louisiana, offers annually to the winner of an oratorical contest held during Commencement, a handsome gold ring. This contest is open to any man or woman in the College.

*The Hypatia Loving Cup.* The Hypatia Society of Shreveport offers annually a silver loving cup to be contested for by the Union and Franklin Literary Societies, to be held by the winning society for one year. In case either society wins the cup three years in succession, it becomes the permanent property of the society. This contest is held during the Commencement program. Each society is to be represented by three speakers.

*The Scales' Debaters Medal.* Dr. John L. Scales, of Shreveport, an alumnus of Centenary, offers annually a medal to the best individual speaker of the Annual Intersociety debate held at Commencement between the Franklin and Union Literary Societies.

*The Henry W. Grady Medal.* Mr. C. O. Beauchamp, of Shreveport, offers annually to the student writing and delivering the best oration on the *Life and Character of Henry W. Grady* a medal. The contest is open to all College students and will be held during Commencement.

*Roberts' Prize in Oratory.* Judge B. F. Roberts, a prominent attorney of Shreveport, offers annually \$50 in cash to the college student winning first place in the college oration contest held during the Commencement program.

*Shipley Prize in Oratory.* Mr. Fred Shipley, a prominent business man of Shreveport, offers annually \$25 in cash to the college student winning second place in the college oration contest held during the Commencement program.

**STATUTES AND REGULATIONS**

A—Students are expected:

1. To meet all classes promptly.
2. To attend chapel exercises daily.
3. To attend Church once on Sunday.
4. To respond to calls of faculty members and officers of administration.
5. To conduct themselves orderly at all times.

B—Students are expected to refrain from:

1. Changing room or boarding place without permission.
2. Boarding at places disapproved by the Administration.
3. Dropping or adding courses without permission from proper authority.
4. Destroying or wasting College property.
5. Using tobacco on the Campus or in a building except in their own rooms.
6. Using cigarettes on the Campus, in a building, or in their own rooms.
7. Leaving town without permission.
8. Hazing. Any student who violates this rule is automatically suspended.

C—*Probation.* A student may be put on probation, either for bad conduct or for unsatisfactory work, not longer than one term of three academic months. After such time has expired, if the student has not removed the restriction, the Discipline Committee or Committee on Instruction will act in the case as is thought best. The final authority in all matters of discipline inheres in the President.

D—*Withdrawal.* Temporary withdrawal will be granted by the Dean. Absence from class during such time will not be charged as regular absence and the student may be readmitted to his classes on permission from the Dean. No fees will be refunded in such cases.

E—*Permanent Withdrawal.* A student with adequate cause wishing to withdraw from the College for the rest of the academic year must apply to the Bursar for such fees as are refunded by the regulations

of the school. Money will be repaid only to the Payee, except on a written order from the Payee. (Adequate cause is serious illness or conditions over which student has no control.)

F—*Attendance*. Three unexcused absences from class is the maximum number allowed. Absences on the last two days before a holiday or vacation, or on the first two days after such a holiday or vacation will be counted as *Two Absences*.

The student will be dropped from a course when his unexcused absences in that course shall amount to three. He may be readmitted to that course only after such an examination as the teacher in charge shall require.

*Excuses for Absence*. Excuses for absence must be presented in *writing* to the Dean for his approval within Three Days after the occurrence of the absence. If the Dean approves the excuse, it must then be presented to each of the teachers of the classes from which the student has been absent, for his signature. Excuses so endorsed are then filed in the Dean's office.

*Day Students* must present excuses from parent or guardian.

G—*Scholarship Regulations Governing Contests*:

A student must be passing in nine term-hours of his scheduled work for the Present Term and must have passed nine term-hours of his work of the Preceding Term to be allowed to enter any Contest, local or intercollegiate, athletic or academic, in which he shall represent the College.

No refunds are allowed students suspended or expelled.

Credits will not be given until all bills are paid.

## REGISTRATION

All students must matriculate in person at the office of the Registrar.

No student will be admitted to classes until the Instructor has received an enrollment card from the Registrar's office, and no credit will be allowed for a course for which a student is not properly registered.

The first day of each term is set apart for registration. Students will be expected to complete their registration on that day or pay the fee for late registration.

### *Change of Courses:*

Change of courses is made through the office of the Registrar. No change will be permitted unless it is approved by the Dean. A change made after the first two weeks of any term will require a fee of \$1.00 unless the change is made necessary by improper classification.

Credit will not be given for courses begun after the first two weeks of class work unless an examination is taken in the work already covered.

Dropping a course without permission severs a student's connection with the College. A student who in any way severs his connection with the College without satisfactory explanation to the Dean will not be granted a letter of honorable dismissal.



**EXPENSES****TUITION AND FEES**

Tuition and fees are payable by the term in advance. No refund is allowed.

Tuition per term of three months.....	\$30.00
Matriculation Fee—once for the year.....	5.00
Contingent Fee per term of three months.....	2.50
Library Fee per term of three months.....	2.00
Athletic Fee per term of three months.....	2.50
Library Deposit, returnable less deductions for fines and damages or loss of books .....	2.00
Laboratory Fee, per term of three months for each course in laboratory .....	5.00
Diploma Fee .....	10.00
Late Registration .....	2.00
Change of Course after first two weeks.....	1.00
Special Examination .....	2.50
Medical Fee, per term of three months.....	1.00

**BOARD AND ROOM**

Board, per term of three months.....	\$60.00
Room, per term of three months.....	15.00

A deposit of \$5.00 is required of each student living in the dormitory and is returnable at the end of the school year, less any damage done to the room or furniture.

Room rent is payable in advance by the term. No refund will be allowed.

Board is payable by the term in advance. No refund is allowed for an absence of less than one week.

Ministerial students and children of ministers wholly engaged in the ministry are given tuition but are expected to pay all other fees.

Laundry is not furnished by the school, but reliable agents from the city laundries look after this work in the dormitories.

Each student must furnish his own towels, bed linen, quilts, blankets, napkins and toilet articles.

Extra Light and Heat will be furnished only at regular rates. The student is expected to pay for extra heat and light.

Medical Fee will provide the student all necessary medical advice and attention except in major illness.

## ADMISSION

### MATRICULATED STUDENTS

A student accepted and registered by the proper authorities as having fulfilled the preliminary qualifications for candidacy for a degree, certificate of proficiency, or diploma, is enrolled as a matriculated student of the College. A period of regular attendance upon all stated academic exercises amounting to at least one academic year must be completed by every candidate for a degree.

### NON-MATRICULATED STUDENTS

A non-matriculated student will be permitted to attend such courses of instruction as he or she may be qualified to take, but is not a candidate for a degree, certificate of proficiency, or diploma. Such students are expected to conform to the same standards of attendance and scholarship as are required of matriculated students. Non-matriculated students may receive a statement of the satisfactory completion of any course.

### WOMEN

Centenary College is open to women.

### ACCREDITED SCHOOLS

All schools that meet the requirements of the Southern Association of Schools and Colleges are on the list of "Approved Schools."

### ADMISSION TO THE FRESHMAN CLASS

1. Students from Approved High Schools will be entered in the College on presentation of 15 units of work done in such high school.
2. Students from schools below the Standard of the Approved High School may be entered as freshmen in the College after an examination that shows proficiency in the subjects required for admission.



## SUBJECTS REQUIRED FOR ADMISSION

The unit ordinarily implies the study of a subject for a time equivalent to five forty-five-minute periods of recitation a week for one academic year.

Candidates must offer:	<i>Units</i>
English—elementary .....	3
Mathematics .....	3
*Modern Languages or Latin .....	3 or 4
History .....	2
Elective Subjects (from list below).....	4
Total.....	15

*Elective Subjects*, not included in prescribed subjects:

	<i>Units</i>
Botany .....	1
Chemistry .....	1
Drawing .....	1
Greek .....	2
Mathematics, Advanced .....	1/2, 1, or 1 1/2
Music .....	1
Physics .....	1
Zoology .....	1
French .....	2
German .....	2
History .....	1
Spanish .....	2
English .....	1
Biology .....	1
General Science .....	1
Physiology .....	1/2

## ADMISSION TO ADVANCED STANDING

Students who have satisfactorily completed work at an accredited college may be admitted with such advanced credit as their previous records show.

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\*If Latin is not offered two units each in two different modern languages, or four units in one may be substituted.

## CLASSIFICATION OF STUDENTS

Matriculated students whose record as to entrance requirements and the completion of prescribed courses is satisfactory to the Committee on Instruction are classified as follows:

*Freshmen*—Those who have completed less than 36 term-hours.

*Sophomores*—Those who have completed 36 term-hours.

*Juniors*—Those who have completed 81 term-hours.

*Seniors*—Those who have completed 126 term-hours.

## DEFINITION OF REQUIREMENT FOR ADMISSION

**Botany** (counting one unit )

The candidate should have received training by means of the laboratory method in:

The structure and the more obvious features of the life history of at least ten types among the higher seed plants chosen from the more representative families (e.g., Gramineæ, Liliaceæ, Saliaceæ, Ranunculaceæ, Rosaceæ, Leguminosæ, Cruciferae, Solanaceæ, Labiatae, Compositae). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microspoera*), an agaric, *Vaucheria*, *Spirogyra*, and a protophyte (preferably *Spoerella*).

Morphology of shoot, root, and seed. This work covers the growth, character, relation, and function of the more important tissues of the stem, leaf, bud, and root together with a study of the more common variations of these organs. The work on the seed includes the structure and homologies of the principal types, nature of reserve food, the renewal of growth of the seed, and the development of the seedling.

*Physiology*.—This work should cover the essential facts concerning irritability, protosynthesis, respiration, digestion, growth, and reproduction.

*Ecology*.—History of plants, behavior toward environment, dissemination, cross and close pollination, and the more important structural and physiological characteristics of plant formation should be included.

A teacher's certificate of laboratory work must be presented. A note book of laboratory work of the student in the subject must be submitted in case his record is not fully satisfactory.

**Chemistry** (counting one unit)

The candidate's preparation in Chemistry should include:

(a) The study of a standard text-book to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

(b) Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.

(c) Individual laboratory work consisting of at least forty exercises.

A teacher's certificate of laboratory work must be presented.

The candidate must be prepared to submit an indexed note-book of his laboratory work in case the remainder of his record in the subject, including the certificate, is not fully satisfactory.

The following outline includes only the indispensable things which must have been studied in the classroom and laboratory.

*Outline.*—The chief physical and chemical characteristics, the preparation and the recognition of the following elements, together with their principal compounds: *Oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur*, phosphorus, silicon, potassium, sodium, calcium, magnesium, zinc, copper, mercury, silver, aluminum, lead, tin, iron, manganese, chromium.

More detailed study should have been confined to the italicized *elements* (as such) and to such compounds as: water, hydrochloric acid, carbon-monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen sulphide, sodium hydroxide, ammonium-hydroxide.

**Drawing** (counting one unit)

The candidate's preparation in drawing should be directed toward training in accurate observation and in definite and truthful representation of form, without attempt to represent color or color values.

The candidate should be able to draw correctly and with lines of good quality simple forms in correct perspective in the size in which they are felt in the plane of drawing, or larger or smaller. It is recommended that pupils should be taught to draw from the object itself rather than from the flat.

The elementary principles of perspective are to be thoroughly learned, and the candidate should be able to apply them in free hand drawing from the object or from the imagination.

No definite prescription as to method of teaching is made. The examination will test the preparation of the candidate in the following points:

1. Ability to sketch from the object with reasonable correctness as to proportion, structure, and form. It is recommended that the subjects drawn include simple geometrical objects and simple natural objects such as living plant forms.

2. Ability to sketch freehand from dictation with reasonable accuracy any simple geometrical figure or combination of figures.

3. Ability to represent accurately in perspective a simple geometrical solid of which projection drawings are given, and ability to make consistent projection drawings of a simple geometrical solid of which a perspective representation is given.

4. Ability to answer questions in regard to the principles involved in making these drawings.

Each candidate must present a teacher's certificate for the drawings executed. *The candidate must be prepared to submit a set of twenty drawings, displaying proficiency in the points mentioned above, in case the rest of record in the subject is not fully satisfactory.*

Correctness of proportion and accuracy in the angles and curves and structural relations of the parts of every figure or object drawn are of the highest importance, and in laying out the drawings great care should be taken in the use of construction lines, and in the drawing of general masses and contour before the details are begun.

A certain proportion of shade drawings from casts may be included, but they are not required and should not form the majority of

the drawings. If drawings are submitted, they should be of uniform size, and fastened together, not rolled.

## ENGLISH

### Elementary (counting three units)

The entrance examinations in English are given upon the plan recommended by the National Conference on Uniform Entrance Requirements in English, and adopted by the College Entrance Examination Board.

### Requirement for 1922-1923

*Objects of Study.*—The study of English in school has two main objects (1) Command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

*Grammar and Composition.*—The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from reading in literature. Finally, special instruction in language and composition should be accompanied by the concerted effort of teachers in all branches to cultivate in the student the habit of using good English in recitations and various exercises, whether oral or written.

*Literature.*—The second object is sought by means of the reading and study of a number of books from which may be framed a progressive course in literature. The student should be trained in reading aloud and should be encouraged to commit to memory notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in literary



history. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

A few of these books should be read with special care, greater stress being laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions.

#### Examination, 1922-1923

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

*Grammar and Composition.*—In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, and those good usages of modern English which one should know in distinction from current errors. The main test in composition will consist of one or more essays developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from his personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make his own selections. He will not be expected to write more than 400 words an hour.

*Literature.*—The examination will include:

*A.* Questions designed to test such knowledge and appreciation of literature, as may be gained by an intelligent reading of the books given in List *A* below.

*B.* A test on the books in List *B* below. This will consist of questions upon their content, form and structure, and upon the meaning of such words, phrases and allusions as may be necessary to an understanding of the works and appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

*Division of Examination.*—When parts *A* and *B* of the examination are taken at different times, each will include a test in grammar and composition.

## List of Books, 1922-1923

A. *Books for Reading*.—The books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except that for any book in Group I a book from any other may be substituted.

Group I (Classics in Translation). The *Old Testament*, at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I-V, XV, and XVI, the *Aeneid*. The *Odyssey* and the *Aeneid* should be read in English translations of recognized literary excellence.

Group II (Drama). Shakespeare, *Merchant of Venice*, *As You Like It*, *Julius Caesar*.

Group III (Prose Fiction). Dickens, *A Tale of Two Cities*, George Eliot, *Silas Marner*; Scott, *Quentin Durward*; Hawthorne, *The House of Seven Gables*.

Group IV (Essays, Biography, Etc.). Addison and Steele, *The Sir Roger de Coverly Papers*; Irving, *The Sketch Book*—selections covering about 175 pages; Macaulay, *Lord Clive*; Parkman, *The Oregon Trail*.

Group V (Poetry). Tennyson, *The Coming of Arthur*, *Gareth and Lynette*, *Lancelot and Elaine*, *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How they Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Herve Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, 'De Gustibus—', *Instans Tyrannus*; Scott, *The Lady of the Lake*; Coleridge, *The Ancient Mariner*, and Arnold, *Sohrab and Rustum*.

B. *Books for Study*.—The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I (Drama). Shakespeare: *Macbeth* or *Hamlet*.

Group II (Poetry). Milton, *L'Allegro*, *Il Penseroso*, *Comus*; Book IV of Palgrave's *Golden Treasury (First Series)*, with special attention to Wordsworth, Keats and Shelley.

Group III (Oratory). Burke, *Speech on Conciliation with America*; Washington's *Farewell Address*; Webster's *First Bunker Hill Oration*; and Lincoln's *Gettysburg Address*.

Group IV (Essays). Macaulay, *Life of Johnson*; Carlyle, *Essay on Burns*, with a brief selection from *Burns's Poems*.

## FRENCH

### a. Elementary (counting two units)

x. *Aural test*: (1) Writing easy French prose from dictation; (2) writing in English the content of a short 'unseen' passage of easy French prose read aloud by the examiner; (3) writing in French answers to easy oral questions in French on a short connected passage read by the candidates immediately before the questions are asked.

Candidates who pursue the study of French after admission to college will be subjected to an individual test in reading and pronunciation, but credit for admission will not depend upon such test.

a. *Grammar, Reading, and Elementary Prose Composition*: (1) The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (2) translation at sight into English of easy dialogue or narrative prose; (3) translation into French of easy detached sentences from the language of every-day life illustrative of elementary grammatical principles and of simple idioms.

*The Aim of the Instruction*.—At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of every-day life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below.

*The Work to be Done*.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of



grammar as outlined in *a*, above; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

**b. Intermediate** (counting one unit)

*y. Aural Test:* (1) Writing moderately difficult French from dictation; (2) writing in French the content of an 'unseen' passage of ordinary narrative prose, read aloud by the examiner; (3) writing in French answers to oral questions, in French, on a connected passage read aloud by the examiner.

*b. Grammar, Reading, and Intermediate Prose Composition:* (1) The principles of French grammar in their application to ordinary prose; (2) interpretation by means of paraphrase, synonyms, or translation into English of moderately difficult prose or poetry, recent or classical; (3) translation into French of easy connected prose or the original composition in French of a simple passage.

*The Aim of the Instruction.*— At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more

thorough knowledge of syntax than is expected in the elementary course.

*The Work to be Done.*—This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

**c. Advanced** (counting one unit)

*The Aim of the Instruction.*—At the end of the advanced course the pupil should be able to read at sight, with the help of a vocabulary of special or technical expressions, difficult French not earlier than that of the seventeenth century, to write in French a short essay on some simple subject connected with the works read; to put into French a passage of easy English prose; and to carry on a simple conversation in French.

*The Work to be Done.*—This should comprise the reading of from 600 to 1,000 pages of standard French, classical and modern, only difficult passages being explained in the class; the writing of numerous short themes in French; the study of syntax.

**GERMAN**

**a. Elementary** (counting two units)

*x. Aural Test:* (1) Writing of easy German prose from dictation; (2) writing in English the content of a short 'unseen' passage of easy German prose read aloud by the examiner; (3) writing in German answers to easy oral questions in German on a short connected passage read by the candidates immediately before the questions are asked.

Candidates who pursue the study of German after admission to college will be subjected to an individual test in reading and pronunciation, but credit for admission will not depend upon such test.

*a. Grammar, Reading, and Elementary Prose Composition:* (1) The rudiments of grammar, including the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (2) translation at sight into English

of easy dialogue or narrative prose; (3) translation into German of easy detached sentences from the language of every-day life illustrative of elementary grammatical principles and of simple idioms.

*Aim of the Instruction.*—During the elementary course in German pupils should be taught to read and to understand, when read to them, easy prose. They should also receive systematic training in the oral and written use of the foreign language and be able to turn short, easy English sentences into German.

During the first year the work should comprise: (1) Careful drill in pronunciation. Especial attention should be given at all times to reading aloud and to work in dictation. (2) Systematic study of the essentials of grammar should be begun. Abundant oral and written exercises, definitely planned to enable pupils to use the various parts of speech in sentence form, should always supplement the learning of paradigms and rules. (3) A small amount (40-50 pages) of prepared reading of such a character as to lend itself easily to question and answer work and to other kinds of oral and written exercises in the foreign language. Very easy sight-reading should supplement the prepared work. If translation from the mother tongue is used the first year, the exercises should be limited to easy variations of language material that the pupils have well in hand through previous careful study.

During the second year the essentials of grammar should be completed. Greater emphasis should be given during this year to reading. Some of the easy texts should be read rather rapidly, with sufficient practice in translating into English and partly at sight; others, in whole or in part, should be made the basis of oral and written exercises to increase the pupil's power in the use of the foreign language. Simple dictation and exercises in translating orally and in writing from the mother tongue should regularly accompany the intensive study of the text. This work should be supplemented by reproduction, first in English, later in simple German, of the content of short, easy 'unseen' passages read aloud by the teacher. The prepared reading in the

second year should not exceed 125 pages; at least fifty pages should be read at sight.

b. *Intermediate* (counting one unit)

y. *Aural Test*: (1) Writing moderately difficult German from dictation; (2) writing in German the content of an 'unseen' passage of ordinary narrative prose, read aloud by the examiner; (3) writing in German answers to oral questions, in German, on a connected passage read aloud by the examiner.

b. *Grammar, Reading, and Intermediate Prose Composition*: (1) The principles of German grammar in their application to ordinary prose, including syntax, word-order, word-formation, and indirect discourse; (2) interpretation by means of paraphrase, synonyms, or translation into English of moderately difficult prose or poetry, recent or classical; (3) translation into German of easy connected prose or the original composition in German of a simple passage.

*Aim of the Instruction*.—The aim of the intermediate course is to increase the pupils' power to read and control the foreign language. The various oral and written exercises and the sight-reading practice of the second year should be continued. In oral reading attention should be given to intonation and sentence stress as well as to correctness of pronunciation.

At the end of the course pupils should be able to read at sight selections of modern German prose or poetry not too difficult either in thought or form; to turn into German connected English prose, simple as to form and vocabulary. They should not only have a working knowledge of grammar, but also be able, if called upon, to state clearly and accurately the essential rules.

The reading (350-400 pages) should largely be confined to writers of the modern period. Some of the texts chosen should be read as quickly as is possible consistently with careful work; others

should be studied more intensively for both the language and the thought.

For oral drill and colloquial practice, a book dealing with German life, customs and institutions and written in the simplest conversational German should be used.

A liberal amount of reading at sight should be done, using texts not otherwise studied and easier than the regular class texts.

c. **Advanced** (counting one unit)

*The Examination* in advanced German is similar in form to that in Intermediate German (*b*), with the requirement that the candidate be able to interpret at sight any modern German prose or verse involving no technical vocabulary, and to write an original theme with reasonable fluency and correctness. An aural test is not required in Advanced German. Candidates offering Intermediate and Advanced German (*bc*) must take the intermediate aural test (*y*).

*The Work to be Done* in the advanced course differs from that in the preceding courses only in amount and degree. The copious reading of numerous modern texts and the intensive study of a few masterpieces selected from the classic and the modern period (in all not less than 500 pages) should occupy the major portion of the time. In addition to the kinds of oral and written work done in the previous courses pupils should have some training in writing short independent themes on simple topics. Considerable attention should also be given to the study of vocabulary as to form and meaning.

## GREEK

**Elementary** (counting two or three units)

Note.—To secure credit for two units in Greek, candidates must offer *a*, *b*, and *g*. To secure credit for three units they must offer *a*, *b*, *c*, *f*, and *g*.



*a. i. Grammar.*—The common forms, idioms, and constructions, and the general grammatical principles of Attic Greek prose.

*ii. Elementary Prose Composition.*—Translation into Greek of detached sentences to test the candidate's knowledge of grammatical construction.

The examination in the two subjects immediately preceding will be based on the first two books of Xenophon's *Anabasis*.

*b. Xenophon.*—The first four books of the *Anabasis*.

*c. Homer.*—The first three books of the *Iliad* (omitting II, 494-end) and the constructions, poetical forms, and prosody of Homer's *Iliad*.

*f. Prose Composition.*—Translation into Greek of continuous prose based on Xenophon and other Attic prose of similar difficulty.

*g. Sight Translation of Prose.*—Translation into English at sight based on prose of no greater difficulty than Xenophon's *Anabasis*.

## HISTORY

### Elementary

Note.—Each of the four divisions, *a*, *c*, *d*, and *g*, counts one unit.

*a. Ancient History*, including a brief introductory study of the Oriental peoples, and early medieval history to the death of Charlemagne, with due reference to art, literature, and government.

*c. Modern European History*, from about 1660 to the present time, with due reference to the growth of the state system.

*d. English History*, with due reference to social and political development.

*g. American History*, with the elements of civil government.

On examination a candidate must show such general knowledge of the subject in each division offered as may be acquired from the study of an accurate text-book of not less than 300 pages. *Since the questions will be so framed as to require comparison and the use of*

*judgment rather than mere exercise of memory on the part of the pupil, it is recommended* that the teacher prescribe a course of supplementary reading of not less than 300 pages, dealing with the more important periods and events in each division offered. Geographical knowledge will be tested by requiring the location of places, boundaries, and movements on an outline map.

### LATIN

#### Elementary

Note.—Candidates may offer three, or four units. Second year Latin alone will count as two units; second year with sight translation of either prose or verse (third year work) as three units.

### AMOUNT AND RANGE OF THE READING REQUIRED

1. The Latin reading required of candidates for admission to College, without regard to the prescription of particular authors and works, shall be, for second, third, and fourth year work respectively, not less *in amount* than Cæsar, *Gallic War*, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*); and Sallust (*Catiline and Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Aeneid*); and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

### PROSE COMPOSITION

The examination will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions,

and range of ideas called for will be such as are common in the reading of the preparatory course.

## MATHEMATICS

### Elementary (counting three units)

#### *a. Elementary Algebra* (counting two units).

i. The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions, ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including the fractional and negative.

ii. Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending upon quadratic equations; the binomial theorem for positive integral exponents; the formulas for the  $n$ th term and the sum of the terms of arithmetic and geometric progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods, and illustrations, particularly in connection with the solution of equations, is also expected.

*c. Plane Geometry* (counting one unit). The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle; the solution of numerous original exercises, including loci problems; applications to the mensuration of lines and plane surfaces.



**Advanced** (counting one-half, one, or one and one-half units)

Note.—A candidate may offer one or more of the following subjects, each of which is equivalent to one-half unit.

Students who offer Plane Trigonometry at entrance must take Mathematics 102 and 106 in the freshman year.

*b. Advanced Algebra.*—Permutations and combinations, limited to simple cases; complex numbers, with graphical representation of sums and differences; determinants, chiefly of the second, third, and fourth orders, including the use of minors and the solution of linear equations; numerical equations of higher degree, and so much of the theory of equations, with graphical methods, as is necessary for their treatment, including Descartes's rule of signs and Horner's method, but not Sturm's functions or multiple roots.

*d. Solid Geometry.*—The usual theorems and constructions of good text books; including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle; the solution of numerous original exercises, including loci problems; applications to the mensuration of surfaces and solids.

*f. Plane Trigonometry.*—Definitions and relations of the six trigonometric functions as ratios, circular measurement of angles; proofs of principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas; solutions of trigonometric equations of a simple character; theory and use of logarithms (without the introduction of work involving infinite series); the solution of right and oblique plane triangles, and practical applications.

**MUSIC** (counting one unit)

Note.—The candidate may offer either *a* or *b*.

**a. Musical Appreciation** (counting one unit)

The candidate is expected to have:

1. A general knowledge of the principal musical forms—song, classic dance, fugue, sonata (all movements), symphony—and of their historical development.

2. A general knowledge of the lives and environment of at least ten composers, including Bach, Mozart, Beethoven, Schubert, Chopin, and five of the following: Handel, Gluck, Haydn, Weber, Mendelssohn, Schumann, Wagner, Verdi, Brahms, Tschaikowsky, Grieg, MacDowell.

3. <sup>1</sup>Familiarity with certain designated works: *Bach*, Prelude II and Fugue II, Book I, Well-Tempered Clavichord, Gavotte from Sixth English Suite; *Handel*, The Hallelujah Chorus; *Haydn*, Slow Movement from 'Emperor' Quartet (op. 76, No. 3); *Mozart*, Symphony in G Minor (entire); *Beethoven*, Sonata (op. 31, No. 3 entire), Slow Movement from Second Symphony, First Movement from Seventh Symphony; *Schubert*, First Movement from Unfinished Symphony, Song, 'The Erl-King', Song, 'Hark, Hark, the Lark'; *Mendelssohn*, Overture to 'Midsummer Night's Dream'; *Chopin*, Ballade (op. 47,) Polonaise (op. 26, No. 1), Nocturne (op. 37, No. 2); *Schumann*, Allegro from Faschingsschwank (op. 26, No. 1), Song, 'Im wunderschönen Monat Mai'; *Wagner*, Overture to 'Tannhauser', Prize Song from 'Die Meistersinger'.

In the examination in (3) the candidate will be expected to identify characteristic portions of the works set, when played by the examiner, and to give intelligent information concerning the form and character of the works themselves. The test will not require ability to perform or to read from printed music.

**b. Harmony** (counting one unit)

The candidate should have acquired:

1. The ability to harmonize, in four vocal parts, simple melo-

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<sup>1</sup>The examination in (3) will be held only in September and will be open only to candidates who have passed the examination in (1) and (2).

dies of not fewer than eight measures, in soprano or in bass—these melodies will require a knowledge of triads and inversions, of diatonic seventh chords, and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly-related keys.

2. Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords (including augmented chords). (Students are encouraged to apply this knowledge in their harmonization.)

It is urgently recommended that systematic ear-training (as to interval, melody, and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression marks in common use.

#### PHYSICS (counting one unit)

The candidate should be familiar with the elementary principles of physics and some of their practical applications and should be able to solve simple numerical problems. The preparation of the candidate should include:

(a) The study of one of the standard text-books in use in secondary schools.

(b) Instruction by lecture-table demonstrations in which the phenomena of physics are shown and the principles qualitatively illustrated.

(c) Individual laboratory work, comprising at least thirty exercises. A suitable selection of experiments may be made from the list published by the College Entrance Examination Board.

A teacher's certificate of laboratory work must be presented. *The candidate must be prepared to submit an indexed note-book of his laboratory work, in case the rest of his record in the subject, including the certificate, is not fully satisfactory.*

**PHYSIOGRAPHY** (counting one unit)

Note.—This is identical with the subject called Geography by the College Entrance Examination Board.

The candidate's preparation in physiography should include the study of one of the modern text-books by Davis, Tarr, Dryer, or Gilbert and Brigham, together with an approved laboratory and field course of at least forty exercises actually performed by the candidate. Each division of the subject should receive approximately the same proportion of attention in the laboratory as in the class-work. It is suggested that the exercises be divided somewhat as follows: Earth as a Globe, 5; Ocean, 5; Atmosphere, 12; Land, 18.

A teacher's certificate of laboratory work must be presented. *The candidate must be prepared to submit an indexed note-book of his laboratory work, in case the rest of his record in the subject, including the certificate, is not fully satisfactory.*

**SPANISH****a. Elementary** (counting two units)

The aural test will consist of three parts:

1. A ten-minute exercise in writing easy Spanish prose from dictation.
2. Written reproduction, in English, of the content of a short passage in easy Spanish prose, to be read by the examiner.
3. Written answers in Spanish to easy questions read by the examiner in Spanish, the questions to be of two types: (a) On general topics, such as would be used in elementary practice of the school-room. (b) On a connected prose passage, to be read by the candidates (and returned) just before the questions are asked.

*The Aim of the Instruction.*—At the end of the course, the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life, or based upon a portion of the Spanish

text read, and to answer questions on the rudiments of the grammar, as defined below.

*The Work to be Done.*—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of modern prose from different authors; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb-forms and of the simpler uses of the moods and tenses; (5) writing Spanish from dictation.

Suitable texts for the second year are: Valera's *El pajarito verde*; Alarcon's *El capitán Veneno*; Valdes's *Jose*; Padre Isla's version of *Gil Blas*; Carrion and Aza's *Zaragueta*; Ford, *Spanish Fables in Verse*; Morrison, *Tres comedias modernas*.

#### b. Intermediate (counting one unit)

To secure credit for Intermediate Spanish, candidates will be required to offer both *b* and *y*. The regulations governing examinations and credit are the same as those stated for Elementary Spanish.

*y. Aural test:* (1) Writing moderately difficult Spanish from dictation; (2) writing in Spanish the content of an 'unseen' passage of ordinary narrative prose read aloud by the examiner; (3) writing in Spanish answers to oral questions, in Spanish, on a connected passage read aloud by the examiner.

*b. Grammar, reading, and intermediate prose composition:* (1) The principles of Spanish grammar in their application to ordinary prose; (2) interpretation by means of paraphrase, synonyms, or trans-



lation into English of moderately difficult prose or poetry, recent or classical; (3) translation into Spanish of easy connected prose or the original composition in Spanish of a simple passage.

*The Aim of the Instruction.*—At the end of the intermediate course the pupil should be able to read at sight ordinary Spanish prose or simple poetry, to translate into Spanish a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

*The Work to be Done.*—This should comprise the reading of from 400 to 600 pages of Spanish of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving Spanish paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Benavente: *Tres comedias*; Moratin: *El si de las ninas*; Galdos: *Dona Perfecta*; Valdes: *La hermana San Sulpicio*; Becquer: *Legends, Tales and Poems*.

#### ZOOLOGY (counting one unit)

The following outline includes the principles of zoology which are indispensable to a general survey of the science. It is planned for a full year's course. It is not intended to indicate order of study of the topics—this must be left to the teacher and the text-book.

1. The general natural history—including general external structure in relation to adaptations, life histories, geographical range, relation to other plants and animals, and economic relations—of common vertebrates and invertebrates so far as representatives of these groups are obtainable in the locality where the course is given. The types suggested are a mammal, bird, lizard, snake, turtle, newt, frog, dogfish or shark, bony fish, snail, starfish, earthworm, planarian, hydra, sea-anemone, paramœcium. In the case of arthropods, pupils become familiar with common crustaceans, spiders, myriapods, and insects representing at least five orders. Actual examination of common animals with reference to the above points should be supplemented by reading giving natural-history information.



It is not expected that there will be time for making extensive note-books on the natural-history work; rather will the work in this line take the form of laboratory demonstrations. So far as time permits, drawings and notes should be made. The note-book mentioned below should contain at least drawings on the external structure of four animals not studied under Section 3, preferably two insects, a mollusk, and a second vertebrate.

2. The classification of animals into phyla and leading classes (except the modern subdivisions of the worms) and the great characteristics of these groups—in the case of insects and vertebrates the characteristics of the prominent orders. The teaching of classification should be by practical work so as to train the pupil to recognize animals and to point out the chief taxonomic characteristics. The meaning of species, genera, and larger groups should be developed by constructive practical work with representatives of insect or vertebrate orders.

3. The general plan of external and internal structure, not the anatomical minutiae, of one vertebrate (preferably frog or fish) in general comparison with the human body; an arthropod (preferably a decapod); an annelid (earth-worm or *Nereis*); a coelenterate (hydroid, hydra, or sea-anemone); a protozoan (a ciliate, and amoeba when possible). In place of any of the above types not locally available there may be substituted a second vertebrate, an insect, a mollusk, or an echinoderm. Tissues, the study of which is recommended as optional<sup>1</sup>, should be examined first with the unaided eye, in such structure as a frog's leg, and then with a microscope to demonstrate the relation of cells and intercellular substance in epithelium and cartilage and if possible, in other tissues. The functions of the chief tissues and their positions in the body of a vertebrate should be pointed out.

4. (a) The general physiology of the above types, involving the essentials of digestion, absorption, circulation (respiration), cell-metabolism, secretion, excretion, and nervous functions. This should apply comparatively the essentials of elementary work in human physiology.

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<sup>1</sup>Topics marked 'optional' are regarded as desirable for the best high school zoology, but will not be required in examination.

Demonstrations and experiments, such as are suggested in high school text-books on human physiology, should be introduced, or recalled if not previously well presented in elementary physiology, in connection with discussion of the chief functions. As far as practicable structure and function should be studied together.

(b) Comparison of the general life-processes in animals and plants (in connection with botany if zoology is first studied).

5. The very general features of asexual reproduction of a protozoan (preferably *Paramoecium*); alternation of generations in hydroids; reproduction and regeneration of *Hydra*; the very general external features of embryological development in a fish or frog; and (optional) the general cellular nature (not centrosomes and the like) of germ-cells, fertilization, and cell-division in developing eggs should, as far as possible, be demonstrated and briefly described. Also, the most interesting features of development should be pointed out in the case of other animals studied.

6. The prominent evidence of relationship suggesting evolution, within such groups as the decapods, the insects, and the vertebrates should be demonstrated. A few facts indicating the struggle for existence, adaptation to environment, variations of individuals, and man's selective influence should be pointed out; but the factors of evolution and the discussion of its theories should not be attempted.

7. (Optional.<sup>1</sup>) Some leading facts regarding the epoch-making discoveries of biological history and the careers of such eminent naturalists as Darwin, Huxley, Pasteur, and Agassiz should be presented.

The above outline of a course in general zoology should be developed on the basis of a course of laboratory study guided by definite directions. This should be supplemented by the careful reading of at least one modern elementary text-book in general zoology. At least two-thirds of the time should be devoted to the practice studies of the laboratory. If good nature-studies have not preceded the course in

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<sup>1</sup>Topics marked 'optional' are regarded as desirable for the best high school zoology, but will not be required in examination.

high school zoology, pupils should be encouraged to do supplementary work in the line of natural history.

A teacher's certificate of laboratory work must be presented. *The candidate must be prepared to submit an indexed note-book of his laboratory work, in case the rest of his record in the subject, including the certificate, is not fully satisfactory.*

### DESCRIPTION OF COMPREHENSIVE EXAMINATIONS

*Chemistry.*—The examination will be adapted to the proficiency of those who have received systematic instruction in the principles of chemistry and their application in a school course in which laboratory experiments are performed by the pupil. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer, and will require the recognition of the phenomena and of the laws that are of general significance, and the illustration of such phenomena and laws by well-chosen examples. It will include not only questions on the chemistry of laboratory practice but also, in an elementary fashion, questions on the chemistry of the household and of industry.

*English.*—The purpose of this examination will be to test the ability of the candidate to write clearly and correctly, and to show that he has read, understood, and appreciated a sufficient amount of English literature. The paper will contain some questions that cannot be answered except by candidates who are able to apply what they have learned to the solution of unexpected problems. Success in the examination will not necessarily depend upon a knowledge of the subject-matter of the particular books prescribed in the 'Uniform Entrance Requirements in English', though no candidate who has been intelligently prepared under these requirements should find himself at any disadvantage.

*French.*—The examination will be adapted to the proficiency of those who have studied French in school for two, three, or four years.

The paper will include passages of French prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying

degrees of difficulty to be translated into French, and questions on grammar. Opportunity will be given to those who have had special training in French to show their ability to express themselves in that language.

*German.*—The examination will be adapted to the proficiency of those who have studied German in school for two, three, or four years.

The paper will include passages of German prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into German, and questions on grammar. Opportunity will be given to those who have had special training in German to show their ability to express themselves in that language.

*Greek.*—The examination will be adapted to the proficiency of those who have studied Greek in a systematic school course of five exercises a week, extending through two or three school years.

The paper will include passages of simple Attic prose and of Homer to be translated at sight, and questions, based upon these passages, to afford the candidate means of showing his mastery of the ordinary forms, constructions, and idioms of the language. The paper will also include passages in English to be turned into Greek, and questions on prosody, on the Homeric poems, and on Homeric life.

*History.*—The paper will consist of five divisions made up of questions on Ancient History, Medieval and Modern History, Modern European History (including English History from 1760), English History, and American History (including Civil Government). The questions on each division will be partly prescribed and partly optional. If the candidate has studied but one of these divisions, he will be expected to answer the prescribed questions on that division, one of them being a map question. He should spend about two hours on these prescribed questions and should devote the remaining hour to the optional questions on the same division. If, on the other hand, the candidate has studied two or more of these divisions, he will be expected to answer, in addition to the prescribed questions on *one* of



these divisions, questions on one other division that he may have studied.

In reading the papers, account will be taken of the year of the school program in which the subject has been studied. As further evidence of the candidate's proficiency, note-book may be submitted.

*Latin.*—The examination will be adapted to the proficiency of those who have studied Latin in a systematic school course of five lessons each week, extending through two, three, or four years.

The paper will include passages of Latin prose and verse of varying degrees of difficulty to be translated at sight, and passages for Latin composition of varying degrees of difficulty. Accompanying the different passages set upon the paper will be questions on forms, syntax, and the idioms of the language, as well as questions on the subject-matter, literary and historical, connected with the authors usually read in schools.

Each candidate will choose those parts of the paper which are designed to test such proficiency in the language as may properly be acquired in two, three, or four years' study; but a candidate who has studied Latin four years may not select the more elementary parts of the paper. The proper parts will be indicated on the examination paper.

*Mathematics.*—The examination will be adapted to the proficiency of those who have had not less than the usual school course in Elementary Mathematics, comprising Algebra through Quadratics and Plane Geometry, and will also provide the means by which those who have extended their study to one or more branches of Advanced Mathematics, namely, Solid Geometry, Logarithms and Trigonometry, and Advanced Algebra, may exhibit their proficiency in any or all of these branches of Mathematics. There will be two papers, one for those who have had no instruction beyond Elementary Mathematics and one for those whose instruction has gone farther. Every candidate who has received instruction beyond Elementary Mathematics will be expected to take the paper containing questions on Advanced Mathematics, and to de-

vote at least half his time to those questions which are based on the Advanced Mathematics he has studied.

*Physics.*—The examination will be adapted to the proficiency of those who have had a course of school training in the elementary facts and principles of physics as is described in the detailed definition of Physics. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer.

*Spanish.*—The examination will be adapted to the proficiency of those who have studied Spanish in school for two or three years.

The paper will include passages of Spanish prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into Spanish, and questions on grammar. Opportunity will be given to those who have had special training in Spanish to show their ability to express themselves in that language.

#### NOTE-BOOKS, DRAWINGS, ETC.

Each candidate must present at the time of examination a certificate from his teacher certifying that the laboratory requirements in each science offered by the candidate have been complied with. A statement of the laboratory requirements in the several sciences will be found in the preceding pages. This regulation applies also to drawing. In all doubtful cases the candidate will be required to submit a laboratory note-book.



### THE PROGRAM OF STUDIES

Upon satisfactory completion of a curriculum arranged on the plan to be described below, the student is recommended by the Faculty of Centenary College to the Board of Trustees of Centenary College for the degree of Bachelor of Arts or Bachelor of Science. Diplomas are issued only at Commencement upon the completion of the requirements for the degree.

The principles of the program of studies are as follows:

1. Studies are specifically prescribed; i. e., obligatory upon all candidates for a degree, or required to be in certain subjects without the prescription of specific courses, or elective; i. e., to be taken, with certain restrictions, at the pleasure of the student.

2. Prescribed studies must be taken as far as possible during the first two years of residence.

3. No combination of courses of less than 12 term-hours or more than 18 term-hours will be permitted in any one term of three academic months. But in no case will 18 term-hours be permitted to be taken without special permission.

4. To be recommended for a degree, a student must have made at least 182 term-hours in actual college residence, and at least 36 of these while registered in Centenary College, of which 36 term-hours should have been taken during his senior year.

5. No student who has received a grade of E or F during the preceding academic year will be allowed to count more than 9 term-hours taken in a summer session without special permission. In no case, may more than 18 term-hours be counted in a summer session. No summer session course that is passed with a grade below C will be credited toward a degree in Centenary College.

### REQUIREMENTS FOR ALL CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS OR BACHELOR OF SCIENCE

The requirement for graduation for members of the class of 1923 and thereafter is 182 term-hours. The term-hour usually signifies the satisfactory completion of work requiring attendance at class one hour

or in laboratory two hours a week during a term of three academic months. "Three term-hours" means credit for attendance in class three hours a week for three academic months (one term).

The subjects treated in the courses in Centenary College may be classified in the following groups:

I. *Languages:*

Literatures, and other Fine Arts, English, French, German, Greek, Latin, Music, Romance Philology, Spanish.

II. *Natural Sciences:*

Botany, Chemistry, Geography, Geology, Mathematics, Mineralogy, Physics, Experimental Psychology, Zoology.

III. *Social Sciences:*

Classical Civilization, Economics, Education, Geography, Government, History, Philosophy, Introductory Psychology, Religion, Sociology.

**SPECIFIC COURSES PRESCRIBED**

English 1 and 2.....	18 hours
English X .....	3 hours
History and Economics.....	18 hours
*Solid Geometry .....	3 hours
Trigonometry .....	3 hours
Analytics .....	3 hours
Psychology and Ethics.....	9 hours
Foreign Language .....	18 hours
Bible .....	9 hours
Natural Science .....	18 hours

*A Major Subject* of at least 27 term-hours of not lower than grade C must be taken in some one subject under some one depart-

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\*Candidates for the B. S. degree offering Solid Geometry or Trigonometry for entrance must also complete a course in College Algebra and Analytics. One full session of 9 hours College Mathematics is required for the B. S. degree.

ment; that is, a student majoring in history will be required to take at least three years of history.

English I and X may not be counted as major work in English. It requires four years to major in English.

*A Minor Subject* of at least 18 term-hours must be taken with the major subject. The student should consult the Head of the Department in which he is majoring for the selection of a related minor subject.

### THE NATURAL SCIENCE REQUIREMENT

At least 18 term-hours in one of the natural sciences: botany, chemistry, geology, physics, experimental psychology, or zoology.

### THE FINE ARTS REQUIREMENT

At least nine term-hours in Literature, Music, or Fine Arts Courses. English I and X and composition courses (such as Latin I) do not count toward these nine points.

### PRE-MEDICAL COURSE

For admission to any standard medical school, candidates are required to take two college years devoted to the following subjects and courses:

#### *First Year*

Chemistry 1  
Mathematics 101, 102, 103  
Biology 201, 101  
French 1 or German 1  
English 1

#### *Second Year*

Chemistry 3 (Organic Chemistry)  
Physics 101, 102, 103  
Biology 202, 102 (Vertebrate zoology)  
French or German 2  
Electives

The courses in chemistry consist of three lectures and four hours laboratory work per week in inorganic chemistry, three lectures and

four hours laboratory work in organic chemistry. The courses in biology consist of three lectures and four hours of laboratory work per week for Biology 201, 101, and in Biology 202, 102, vertebrate anatomy, three lectures and four hours laboratory work per week. No student can enter the course in physics who has not first completed Mathematics 101, 102, 103.

### PRE-LAW COURSE

Experience has proven that the successful law student and practitioner needs sound preliminary training before entering upon the study of law. The principal law schools of the country recognize this, and now require that a student who is a candidate for a degree in law must have completed at least two years of academic work at a standard college. Students are strongly advised by the faculties of these professional schools not to begin their legal studies until they have completed an academic course approximating that required for a baccalaureate degree.

Centenary College offers a two-year pre-law course as well as the usual course of study for the Bachelor of Arts degree. A student can take the subjects advised by the law faculties, and elect any other studies offered in the Arts and Sciences.

It is deemed advisable that in preparation for entering the law schools the student select his courses from among the following subjects: English, Latin, French or Spanish, History, Natural Sciences, Mathematics, Government, Accounting, Economics, Logic, Psychology and Ethics.

**DEPARTMENTAL STATEMENTS**

Full courses, or nine-hour courses, are designated by numbers under 100; three-hour courses, by numbers beginning with 100; six-hour courses, by numbers beginning with 200.

**BIBLE**

Bible 1. *Syllabus of the Bible*. An outline study of the Bible. The structure and general arrangement of the Book are carefully considered. A foundation is laid for research. The student is made familiar with the Bible as a working library—a comprehensive guide in both religious and moral conduct. Fall, winter, and spring, 9 hours.

Bible 201. *Old Testament Study*. A detailed course in fundamentals. The story of the building of a nation; the influence of the desert; the impact of polytheism and native institutions; the slow growth of nationalism and the long struggle for democracy, as illustrated in Hebrews, is followed. Text: *History of Hebrew Commonwealth*, Kent and Bailey. Fall and winter terms, 6 hours.

Bible 101. *Life of Jesus*, as based upon the synoptic gospels. Rapid readings.

The student will write a brief biography of Jesus. An attempt to interpret the turning points in the life of Christ will be made. *Constructive Studies in the Life of Christ* (Burton and Matthews) will be used as reference; also, a brief outline, such as Rall's *Life of Jesus*, will be surveyed. The student will write a summary of the work done in this course. Spring term, 3 hours.

Bible 202. *The Early Christian Church*, the organization of the Church and the spread of Christianity as recorded in the Acts and Epistles. Using the Acts as a frame work, the Epistles are fitted into their respective places. Historic relationship is emphasized and the early life of the Apostolic Age is reproduced as nearly as possible. Fall and winter terms, 6 hours.

Bible 103. *Introduction and Formation of the Canon*. This is a brief summary of the principles of introduction and a rapid review of the formation of the canon. Open to juniors and seniors. Spring term, 3 hours.

**PRACTICAL TRAINING IN BIBLE AND THEOLOGY**

In addition to the above courses we shall have Special Classes for those who for good reasons are not able to take the regular courses. In God's Kingdom there is a place for every man and Centenary College will seek to equip all who come asking for the cultivation of their talents. No amount of educational training can make a ten-talented man out of a one-talented boy. Nevertheless the one-talented boy should have opportunity to shape and sharpen that one talent—and to be taught how best to use it.

To that end classes will be organized and the students carefully drilled in the art of sermonizing; in Church and Sunday School organization; in Hymn and Scripture reading; in Evangelism; in Church History and Doctrines. Social and practical problems will be discussed—the city being used as a laboratory. The jails, hospitals, alms-houses and missions will afford ample facilities for first-hand study and practice.

These very helpful classes will be open to Academy students and other special ministerial students and they will be urged to avail themselves of this rare opportunity.



**BIOLOGY**

201. *Elementary Zoology*. An introduction to the general principles and concepts of zoology for pre-medical and other students. The laboratory work includes (1) observations, dissections, and experiments upon unicellular animals, such as *Amoeba* or *Paramoecium*; (2) upon a higher invertebrate type, such as the earthworm and crayfish; (3) upon a vertebrate type, such as the frog. It also includes a study of embryology and cell division. Three lectures and four laboratory hours. Fall and winter terms, 8 hours.

101. *Elementary Botany*. A general introduction to the study of botany. This course, with Biology 201, makes the course in general biology. Three lectures and four laboratory hours. Spring term, 4 hours.

202. *Vertebrate Zoology*. An introduction to the study of the vertebrates and their relatives. This course is especially designed for pre-medical and other students who wish to do advanced work in zoology. The laboratory work will include the dissection of the dogfish, turtle, and cat, and the preparation and study of the skeletons of several animals. Material with the circulatory systems injected will be studied. The work is strictly comparative; i. e., each system of organs is taken up and its progressive change from the lowest to the highest forms is followed. Three lectures and four laboratory hours a week during the fall and winter terms. Prerequisite: Zoology 201, or its equivalent. 8 hours.

102. *Invertebrate Zoology*. A special study will be made of the invertebrates not taken up in Biology 201. This course will include comparative anatomy of the invertebrates. Three lectures and four laboratory hours a week during the spring term. Prerequisite: Biology 201. 4 hours.

203. *Advanced Botany*. This course is designed for the student who wishes to make a more detailed study of botany than is offered in Biology 101. Special emphasis will be laid on the morphology, physiology, and ecology of plant life. Three lectures and four labora-

tory hours a week during the fall and winter terms. Prerequisite: Biology 101. 8 hours.

103. *Methods in Histology*. This course is offered for those who wish to do advanced work in zoology or botany and especially for those who expect to teach these subjects. The laboratory work will include methods of killing, fixing, imbedding, sectioning, staining, and mounting of various biological material; the preparation and care of cultures; and ways of collecting biological materials. Two lectures and three laboratory periods a week during the spring term. Prerequisites: Biology 201 and 101. 4 hours.

### CHEMISTRY

1. *General Inorganic Chemistry*. Instruction is given in fundamental principles, elements, and compounds. The last term is devoted to qualitative analysis. No credit will be given till laboratory work has been finished. Three lectures and four laboratory hours. 12 hours.

2. *Qualitative and Quantitative Analysis*. Prerequisite: Chemistry 1. Three lectures and four laboratory hours. 12 hours.

3. *Organic Chemistry*. Prerequisite: Chemistry 1. This is a study of the fundamental types of organic compounds, their nomenclature, classification, reactions, and general applications. Three lectures and four laboratory hours. 12 hours.

### EDUCATION

1. *History of Education*. Beginning with the early Greek type study of each era is made. Special study is given to Luther, Comenius, Locke, Rousseau, Pestalozzi, Hebart, Froebel, and Dewey. A theme that shows a comprehensive grasp of the subject will be required of each student. (Not open to freshmen.) Fall, winter, and spring terms, 9 hours.

201. *Educational Psychology*. This is a study of the learning process in the light of educational problems. Much of the work will be the establishing of truths through experiments. Fall and winter terms, 6 hours.

101. *Genetic Psychology*. This course is a study of the psychology of the child. The various methods of development, with the characteristics of each period, will be studied. Spring term, 3 hours.

104. *Religious Education*. This course deals with the principles and methods of instruction. Story-telling will be stressed. Fall term, 3 hours.

102. *The Sunday School*. Winter term, 3 hours.

103. *Teacher Training*. For Sunday School and Epworth League workers. Spring term, 3 hours.

### ENGLISH

*English 1. Composition*. Oral and written exposition and argumentation; description and narration.

Students may tentatively select one of the following sections, but the Department reserves the right to make any changes necessary. Fall, winter, and spring terms. 9 hours.

*English 2*.—Prerequisite: English 1. This course consists of a study of English literature in distinct periods, movements, and forms.

Each candidate for a degree in the College will be given a general examination in this course to show his grasp of the English language and literature as an historical development. 9 hours.

*English 201. Drama*. A history of its development with studies of Sophocles, Aristophanes, Marlowe, Shakespeare, and Ibsen. Prerequisite: English 1. Text: Matthews' *Development of the Drama*. 6 hours.

*English 101. Short-Story*. A study of forms and present-day tendencies based on De Maupassant, Poe, Hawthorne, Stevenson, and writers of today. Prerequisite: English 201. Spring term, 3 hours.

*English 4. Victorian Literature*. Prerequisite: English 2. Literature in its changes as seen in Carlyle, Mill, Tennyson, Newman, Arnold, Ruskin, Browning, will be followed. Text: Thorndike's "Literature in a Changing Age." Fall, winter, and spring terms. 9 hours.

*English 202. American Literature*. Prerequisite: English 1. This is a history of the development of American literature in periods, movements, and forms. Fall and winter terms, 6 hours.

*English 102. American Literature*. This course consists of a study of the American novel as an historical development. Spring term, 3 hours.

*English X. Public speaking*. 3 hours.

**PHILOSOPHY AND PSYCHOLOGY**

201. *Elementary Psychology*. Prerequisite: Sophomore standing. Fall and winter terms, 6 hours.

101. *Logic*. Prerequisite: Sophomore standing. This is formal logic. Spring term, 3 hours.

202. *Introduction to Philosophy*. This is a general course for students who do not wish to pursue a detailed course in the subject. Prerequisite: Sophomore standing. Fall and winter terms, 6 hours.

102. *Ethics*. Prerequisite: Sophomore standing. 3 hours.

A careful survey of human conduct will be made in this course, a brief exposition of ethical thought. Not open to freshmen. Spring term, 3 hours.

**GOVERNMENT**

101. *American Federal Government*. A study of its structure and operation. Prerequisite: Sophomore standing. Fall term, 3 hours.

201. *The Governments of Europe*. Emphasis will be laid on the English parliamentary system and the responsibility of ministries. All of the important free governments will be briefly surveyed. Prerequisite: Sophomore standing. Winter and spring terms, 6 hours.

**GREEK AND LATIN**

201. *Beginners' Greek*, for freshmen entering college without preparation in Greek. This course consists of a drill in vocabulary, forms, and elementary syntax and is continuous with Course 101. Credit for this work is given when Course 101 has been completed. Text: White's *First Greek Book*. Fall and winter, 6 hours.

Greek 101. *Xenophon's Anabasis*, Books I-III. Prerequisite: Course 201. Spring term, 3 hours.

Greek 202. *Homer's Odyssey*, Books I-IV, or *Iliad*, Books I-III. Prerequisite: Courses 201 and 101. Fall and winter, 6 hours.

Greek 102. *Plato, Apology and Crito*. Prerequisite: Course 202. Spring term, 3 hours.

Greek 3. *New Testament*. A close study of Saint Luke's Gospel and a rapid reading of the Gospels with selections from the Pauline

Epistles is done in this course. Prerequisite: Courses 202 and 102. Fall, winter, and spring, 9 hours.

Greek 103. *Demosthenes' Oration on the Crown*. Prerequisite: Course 202. Fall term, 3 hours.

Greek 203. *Greek Tragedy*. Aeschylus. *Seven Against Thebes*, and Sophocles' *Oedipus Tyrannus* will be read. A study of the origin and development of the Greek Drama will be made. Winter and spring, 6 hours.

Latin 202. *Virgil's Aeneid*. Prerequisite: Three entrance units. Fall and winter, 6 hours.

Latin 201. *Horace*. Selections from the Odes, Epistles and Satires. Prerequisite: Latin 202. 6 hours.

Latin 101. *Livy and other Roman Authors*. Prerequisite: Latin 202. 3 hours.

Latin 3. Pliny; Cicero; *De Senectute* and *De Amicitia*; selections from Catullus. Prerequisite: Eighteen term-hours of Latin. Fall, winter, and spring, 9 hours.

Latin 4. Tacitus and Juvenal. Prerequisite: Twenty-seven term-hours of Latin. Fall, winter, and spring, 9 hours.

### HISTORY AND ECONOMICS

1. *History of Western Europe*. A general survey of Western Europe from the fall of Rome down to the present time. Special emphasis will be laid on such topics as the development and decay of Feudalism; the influence of the Church; the Renaissance; the Reformation; the French Revolution and the growth of nationalism and imperialism. Fall, winter, spring, 9 hours.

2. *English History*. A review of the entire field of English History with special attention given to the use of the theory of Divine Right of Kings; its destruction by Puritan Revolution, the granting of Magna Charta and its importance as the foundation of the English Constitution; the Reform Bill of 1832; Ireland, etc. Special reports and collateral assignments. Fall, winter, spring, 9 hours.

101. A rapid review of the Colonial Period of American History, with a careful study of the causes of the Revolution, the Articles



of Confederation, and the formation of the Federal Constitution. Prerequisite: History 1 and 2. Fall term, 3 hours.

102. *American History*. The development of the United States under the Constitution down to the Compromise of 1850. Prerequisite: History 1 and 2. Winter term, 3 hours.

103. *American History*. The causes and consequences of the Civil War. A careful study of recent history and America's part in the World War will be made. Prerequisite: History 1 and 2. Spring term, 3 hours.

4. *Europe Since 1815*. A course for advanced students dealing with Europe since 1815. The Congress of Vienna, the Holy Alliance, revolutions and national *rivalries*, imperialism, and the World War will be studied. Lectures, recitations, term papers, and collateral reading. Prerequisite: History 1 and 2.

1. Introductory Economics. An elementary course including a brief history and the definition of the science. Effects of the laws of supply and demand; different theories of rent, wages and interest; the single tax, socialism, money and banking will be studied. Fall, winter, spring, 9 hours.

2. Advanced Economics. Prerequisite: Economics 1. An advanced course dealing with such subjects as the Labor Problem, Taxation, Public Finance and Socialism. Term papers on specially assigned subjects. Fall, winter, spring, 9 hours.

Sociology 3. This is an introductory study of society and the various elements of which it is composed. The relationship of the individual to organized activities will be considered. The family as the epitome of group life and its influence upon society will be studied.

A practical study of the modern city and rural life will form collateral work for this course. Fall, winter, spring, 9 term-hours.

## MATHEMATICS

101. *Solid Geometry*. The usual topics of the subject, among which are studies in loci, polyhedrons, and spheres. Open to all students



presenting one unit in geometry. Text: Wentworth and Smith. Fall term, 3 hours.

102. *College Algebra*. Algebraic Identities; Powers and Roots; logarithms; functions of a variable; Quadratic equations with one unknown; systems of linear equations; determinants; non-linear systems; inequalities; complex numbers. Prerequisite: Plane geometry and algebra, 1½ units. Text: Skinner. Winter term, 3 hours.

103. *Plane Trigonometry*. The use of the tables of the natural trigonometric functions and of logarithmic functions in the solution of triangles; emphasis given to the derivation of trigonometric formulas and the proof of trigonometric identities. Attention is given to the application of navigation and surveying. Text: Wentworth and Smith. Spring term, 3 hours.

104. *Spherical Trigonometry*. The derivation of formulas used in the solution of spherical triangles and their application to the problems of astronomy and surveying. Text: Wentworth and Smith. 3 hours.

105. *Advanced College Algebra*. Equations of any degree; determinants; binomial theorem; progressions; permutations; combinations; probability; sequences and limits; theory of numbers; infinite series. Prerequisite: College Algebra 102. Text: Skinner. This course will be given in the spring term if demanded. 3 hours.

106. *Analytical Geometry*. A development of the notations of coordinate geometry. Studies in loci of the simple equations of lines, circles, the ellipse, and the parabola. Prerequisite: Mathematics 101 and 103. Text: Tanner and Allen. Fall term, 3 hours.

107. *Analytical Geometry*. Completion of Mathematics 106, and enough solid analytical geometry to familiarize the student with the notation used in calculus problems involving three dimensions. Text: Tanner and Allen. Winter term, 3 hours.

108. *Differential Calculus I*. Rules for differentiation; application of the derivative; maxima and minima; differentials and rates; in-

determinate forms to partial differentiation. Prerequisite: Mathematics 106. Text: Granville.

109. *Differential Calculus II*. Calculus completed. Given on demand. 3 hours.

110. *Integral Calculus*. Prerequisite: Mathematics 108. This course consists of a brief review of differential and an elementary course in integral calculus involving the application of integration to engineering. Text: "Calculus and Graph" by Passano. Fall term, 3 hours.

### PHYSICS

101. *Physics I*. A general college course in molecular physics, fluids and heat, with emphasis on the application. It includes lectures, readings and laboratory. Problems, theory, and demonstration three hours. Laboratory four hours. Prerequisite: Mathematics 101. Text: College Physics (Carhart). Fall term, 4 hours.

102. *College Physics II*. A general course in electricity and magnetism, based on practical measurements. A continuation of College Physics 101. Prerequisite: College Physics 101. Winter term, 4 hours.

103. *College Physics III*. This course is a continuation of College Physics II, and includes a general course in sound and light. Lectures, recitation and laboratory work. Prerequisite: College Physics I. Spring term, 4 hours.

104. *Electrical Theory I*. The derivation of equations used in testing and designing of electrical and magnetic machinery and the application of these to the solution of practical problems. 4 hours. Prerequisite: College Physics 102 and Mathematics 110.

112. *Electrical Theory II*. The continuation of Electrical Theory I to include alternating current problems. Prerequisite: Electrical Theory I. 4 hours.

113. *D. C. Dynamo and Motor Testing*. A practical course in the operation, testing and the repair of direct current machinery. Laboratory 6 hours. Must accompany or follow Electrical Theory I.

114. *A. C. Dynamo and Motor Testing.* A practical course in the operation, testing and repair of alternating current machinery. Laboratory 6 hours. Must accompany or follow Electrical Theory II.

### ASTRONOMY

The courses in Astronomy are designed to give students a working knowledge of the subject, and to serve as a foundation for more technical courses in Astronomy and Celestial Mechanics. A major in mathematics may include Astronomy. A fund is being collected with which to secure a first class telescope.

### MODERN LANGUAGES

#### French

1. *Elementary French Grammar*, reading and conversation. In this course the instructor aims to give the student the principles of French grammar; a reading knowledge of texts, moderately difficult; and an ability to use conversational phrases. Fall, winter, and spring terms, 9 hours.

2. *Intermediate French.* A continuation of French 1, reading advanced texts, with abundant practice in conversation. Advanced composition and supplemental reading will be done in this course. Prerequisite: French 1. Fall, winter, and spring terms, 9 hours.

3. *French Literature.* One of the following periods is studied: Moliere's Comedies; Hugo, His Life and Works; Classical French Drama; French Romanticism; Modern French Drama. Prerequisite: French 1 and 2. Fall, winter, and spring terms, 9 hours.

201. *Survey of French Literature*, with a reading of classic authors. Prerequisite: French 1 and 2. Fall and winter terms, 6 hours.

101. *Special French.* Balzac, French Poetry, Seventeenth Century French Literature. Prerequisite: French 1 and 2. Spring term, 3 hours.

## SPANISH

1. *Elementary Grammar*. Reading and Conversation. Fall, winter, and spring terms, 9 hours.

2. *Review and Advanced Grammar*. Prerequisite: Spanish 1. Fall, winter, and spring terms, 9 hours.

3. *Commercial and Literary Spanish*. For students specializing in Spanish. Spanish novel and drama will be read. The course will be conducted in Spanish: Prerequisite: Spanish 1 and 2. Fall, winter, and spring terms, 9 hours.

4. *A Period of Spanish Literature*. Prerequisite: Spanish 1 and 2. Fall, winter, and spring terms, 9 hours.

## SEXTON SCHOOL OF COMMERCE

This department is conducted with two aims in view: One, to offer the student in other departments of the college an opportunity to acquire knowledge of a utilitarian value; the other, to care for students who have spent as much time as they can in acquiring knowledge and training of a general nature, and who wish training which will enable them *immediately* to enter business life and become self-supporting.

Courses are scheduled as follows:

## ONE-YEAR BUSINESS COURSE

Bookkeeping and Accounting.....	3 terms
English .....	3 terms
Commercial Arithmetic .....	2 terms
Machine Operation .....	1 term
Spelling .....	2 terms
Commercial Law .....	1 term
Penmanship .....	3 terms

## TWO-YEAR BUSINESS COURSE—SECOND YEAR

Economics .....	2 terms
Business Organization .....	1 term

English .....	3 terms
Banking .....	2 terms
Advanced Accounting .....	1 term
Commercial Geography .....	2 terms
Marketing .....	1 term
Penmanship .....	3 terms

## ONE-YEAR STENOGRAPHIC COURSE

Shorthand .....	3 terms
Typewriting .....	3 terms
English .....	3 terms
Spelling .....	2 terms
Commercial Law .....	1 term
Penmanship .....	3 terms

## TWO-YEAR STENOGRAPHIC COURSE

## Second Year.

Shorthand .....	3 terms
Typewriting .....	3 terms
English .....	3 terms
Economics .....	2 terms
Business Organization .....	1 term
Commercial Arithmetic .....	2 terms
Commercial Law .....	1 term

Students desiring a combined course may take one of the one-year courses the first year, and the other one-year course the second year. For such students Economics and Business Administration will be substituted in the second year in place of spelling and Commercial Law.

Pupils who complete either one of the "*One-Year Courses*" will be given a Certificate of Proficiency.

Pupils who complete either of the "*Two-Year Courses*," or the *Combined Course* will be awarded a Diploma from the Sexton School of Commerce.

*Principles of Economics I.* This course presents a general survey of industrial society, its structure, its institutions, its operations. Such problems as, why men work, the advantages of specialization, and the



concentration of wealth, are considered. Text: Lyon and Marshall. Fall, winter, and spring, 9 hours.

101. *Business Administration*. This course outlines, in general, the duties of the business manager. Problems connected with marketing, production, finance, etc., are considered. Spring, 3 hours.

102. *Advanced Accounting*. Primary emphasis in this course is placed upon the use of accounting reports, and the methods by means of which the information needed for such reports is made available. Prerequisite: Bookkeeping. Fall, 3 hours.

202. *Banking*. This course is a combination of practice and theory. A general study is made of money, credit, and the various types of financial institutions. In connection with this course a practical bank is operated by the students, receiving deposits, paying checks, making loans, and in every way performing the work of a real bank. Text: Moulton. Winter and spring, 6 hours.

103. *Marketing*. A study of the method by means of which the specialized producer exchanges his product for those of other specialists. Spring, 3 hours.

104. *Commercial Law*. A brief summary of the more important principles which should be familiar to every business man. Text: Gano. Spring, 3 hours.

*English*. Students in this department are assigned to the English classes in college or academy appropriate to their degree of advancement.

*Bookkeeping and Accounting I*. It is the purpose of this course to give a thorough knowledge of bookkeeping principles, together with sufficient practice to enable a graduate to qualify for any position he may secure. The course is taught from the point of view of the business manager so that in addition to a knowledge of detail, the student is given considerable executive ability. Text: McKinsey. Fall, winter, and spring, 9 hours.

*Shorthand I*. The Gregg system is taught both because of its speed and legibility. Careful, and in many cases individual, instruction is given and the pupil is advanced as rapidly as his effort will justify. Text: Gregg. Fall, winter, and spring, 9 hours.

*Typewriting I*. A splendid set of new machines has been provided, including all standard models. Pupils are taught the touch system. A fee of \$10.00 per year is charged for typewriter rent. Fall, winter, and spring, 4½ hours.





# The Academy

A High-Grade Preparatory School



## The Academy

The Academy of Centenary College is a preparatory school under the same administration as the College.

The Faculty, buildings and students are separate from the College.

It is on the list of "Approved High Schools of Louisiana." Its curriculum meets the requirements for admission to the "Southern Association of Colleges and Secondary Schools." The admission will be completed at an early date.

*Advantages.* Situated on the edge of Shreveport, the Academy has the benefits of both quiet environment and city conveniences. Being a part of Centenary College, it has the advantages of College activities, lectures, and College life in general.

*Objective.* The immediate aim of the school is to develop in the student habits of character that shall make for self-control and definite study. The secondary aim is to equip the student for College.

*Library and Laboratory* facilities are good.

Class rooms are not permitted to be over-crowded.

### DORMITORY FACILITIES

The dormitory of the Academy is separate from that of the College, and is under the supervision of members of the faculty living in the building.

The building has steam heat and electric lights and other modern conveniences. The rooms are equipped with furniture sufficient for the needs of the boys. Any one desiring more elaborate equipment may furnish it at his own expense.

Boys coming to live in the dormitory should bring with them bed linen, quilts, towels, dresser scarfs and toilet articles.

The dining room for the College and the Academy is in the Academy dormitory.

Improvements are at present under way on the Academy dormitory, which will make it more comfortable and homelike.

There is no dormitory for girls.



## **RULES AND REGULATIONS**

A pamphlet containing the rules and regulations of the Academy is given to each student when he registers. All students are required to study this pamphlet to familiarize themselves with the regulations which govern their life in the Academy. The pamphlet will be sent on request.

## **STUDENT ACTIVITIES**

### **Literary Societies**

In addition to the regular high school curriculum the Academy offers opportunity for other activities that develop the student. Two literary societies are maintained in the Academy throughout the year, and each student is required to participate in programs from time to time. Academy students are admitted to the College Y. M. C. A. and to the Students' Conference, a religious organization under the supervision of ministerial students of the College.

### **Athletics**

All kinds of athletics are open to the students of the Academy. The College is represented each season in football, baseball, and basketball; and Academy students have opportunity to play on these teams.

### **Social Functions**

Frequent social functions, such as parties, picnics, are given by the students. From time to time moving pictures of an educational nature are given in the College auditorium, the machine used being the property of the Academy and operated by Academy students.

### **Attendance**

Satisfactory work depends largely on regular attendance. Absence from even one recitation is injurious to the student's record; continual absence causes low grades and often complete failure. Tardiness is a cause of confusion in the class-room, and consequently lowers the standard of work, not only of the student who is tardy, but also of the

entire class which he enters late. For these reasons parents are earnestly urged to keep their children in school regularly, and to see that they are punctual in their attendance.

All students must assemble in the academy study hall at the ringing of the first bell in the morning. This bell rings at 8:25 o'clock, five minutes before time for recitation work to begin.

Students who come from town and do not have a recitation during the first period must be at school in time for chapel exercises, beginning at 9:15 o'clock. Such students coming in during the first period must report promptly to the study-hall and remain there until the chapel-hour.

Regular chapel attendance is required of all Academy students.

During those periods in which they have no recitations Academy students are required to remain in study-hall.

Upon written request from parents, town students who have no classes during the last period, *and whose work and deportment* are satisfactory, may be excused from study-hall at that time to go home. Students to whom this privilege is given must leave the campus quietly and promptly. The faculty reserves the right to remove this privilege at any time.

Academy students are not allowed to leave the campus during class hours, 8:30 to 3:15, without permission from the Headmaster, except at the noon hour when those who go home for lunch may be absent.

#### **Requests and Excuses for Absence**

Parents are expected to send written requests to the Headmaster when they desire to have their children leave school before the close of the recitation periods. When this is not done, the faculty has no

basis on which to excuse the student and reserves the right to refuse him permission to leave.

Excuses for absence should be presented by the student on the day following the absence. In case of failure to present excuse within two days after absence, punishment will be inflicted on the student.

Requests from parents for absence, or excuses for absence, should be written in ink, dated, and should state reason for the absence.

#### **Sickness**

Students from the city who become ill may get permission to leave from any member of the faculty. Under no circumstances must the student leave without obtaining this permission. Dormitory students who become ill should notify the teacher in charge, or some other member of the faculty, without delay, so that medical aid may be secured.

When illness is offered as an excuse for absence from classes or study-hall, it is assumed that the student is ill enough to prohibit his participation in athletics or social events during the day on which the illness is reported. An absence of a dormitory student from classes due to illness that is not reported prior to the absence, if it was possible for such a report to have been made, will be considered as an unexcused absence.

#### **Smoking, Etc.**

The use of tobacco in any form by Academy students is prohibited on the campus or in the buildings.

Profanity, or obscene and ungentlemanly language is not tolerated.

#### **Special Dormitory Regulations**

Students in the dormitory are responsible for the care of their rooms. Rooms must be kept clean and in order at all times. Regular inspections are made to see that this is done. Students who persistently keep untidy rooms will be punished. Students maliciously or carelessly

breaking furniture or defacing building in any way will be required to pay for such damage.

Order must be kept in the building. Singing and whistling are forbidden during the study or sleeping hours, and unnecessary noise or rowdiness is forbidden at all times.

Hazing in any form is not tolerated.

Hours for rising, meals, classes, study, retiring at night will be announced as arranged by the faculty and must be observed.

Dormitory students must not leave the campus at any time without permission. Those going home for week-ends must obtain permission from the faculty through their parents.

All Academy students are given permission to go downtown at such times as are necessary and do not interfere with school work. This privilege is removed from students whose deportment or scholarship becomes deficient. Students of mature age, whose scholastic record and deportment are good, may be granted special privileges in regard to leaving the campus. Such privileges are left to the discretion of the faculty, and may be removed at any time.

In addition to the regular study-hall periods throughout the day a study-hall period of two hours is held at night in the dormitory for all dormitory students. These periods will be held at such hours and under the supervision of such teachers as are announced on the bulletin board. Unexcused absence from this study-hall period is considered a serious misdemeanor, and will be dealt with accordingly.

No student who tends to be constantly idle or shows an inclination to be vicious in any way will be tolerated, and his parents will receive a polite request to withdraw him from the institution. Our first demand of our patrons as well as of our students is the willingness to have the discipline of the school upheld. We have a school where all the sympathy and cooperation is available at all times. Parents need not fear to place their boys with us if they desire that habits of regularity and systematic training be inculcated. It is our constant hope

that all students of the Academy will tend to acquire habits and manners of high-toned Christian gentlemen.

#### **Church Attendance**

All dormitory students are required to attend Sunday School and Church services at the church of their choice. Each student must make selection at the beginning of the year of the church he desires to attend, and must attend Sunday School at that church regularly. Dormitory students are divided into groups, and teachers are assigned to each group, for the supervision of church attendance. Students are required to report each week to the faculty member in charge of their group concerning church attendance.

#### **Teacher on Duty**

Each week one member of the faculty is in charge of the discipline of the dormitory. All matters of permission, privileges, complaints, etc., that come up during the week must be carried by the student to the teacher in charge.

Students may inform themselves as to what teacher is on duty each week by consulting the bulletin board.

#### **Car-Station**

Loafing at the car-station during class hours is not permitted as this would be in violation of rules governing class and study-hall attendance.

Interfering with traffic or molesting passers-by in any way are considered serious offenses, and will be dealt with accordingly.

#### **Exercise**

A definite program of calisthenics and mass athletics will be formed at the beginning of each term for those students who do not take active part in athletics. All such students must be enrolled for this exercise unless excused by the faculty upon special request from the parents. Failure to observe regulations governing this exercise,



which will be announced by the teacher in charge, will be dealt with as a breach of discipline, and penalties will be inflicted.

### **Bulletin Board**

The bulletin board in the Academy building is a medium of information. Only notices deserving attention will be posted. Each student should read the bulletin board regularly, and is held responsible for such notices as concern him. Failure on the part of the student to read the bulletin board may not be offered as an excuse for ignorance concerning important notices.

### **Penalties**

A student's deportment is based upon 100%.

For unexcused absence from class, chapel, or study-hall, and for failure to attend Sunday School and Church regularly, deportment cuts will be made at the discretion of the faculty.

For any misdemeanor or disobedience or breach of discipline of any kind, the deportment will be cut by the faculty or by a discipline committee after proper investigation of the offense.

If the deportment falls to 50%, the student is automatically removed from school and can be reinstated only by special action of the faculty.

Each cut in deportment will be accompanied by other punishment as determined by members of the faculty.

Penalties for minor offenses that do not merit cuts in deportment are left to the discretion of individual members of the faculty.

### **Additional Information**

These regulations are subject to change or addition at any time.

Students who have complaints of any kind should present them promptly to the teacher on duty or to the Headmaster.

Parents are invited to consult the Headmaster or any member of the faculty regarding the work of their children, or regarding the welfare of the Academy in general.

## ACADEMY AWARDS

*The Hutchinson Medal*, established by Mr. John Hutchinson, of Shreveport, is to be awarded to the Academy student winning first place in the Academy Declamation Contest to be held at the Commencement Exercises.

*The Headmaster's Medal*, established by George P. Evans, Headmaster of the Academy 1921-1922. This medal is awarded by the Headmaster each year to the Academy student making the highest general average in his studies throughout the year. Any student carrying four regular Academy subjects may compete for this medal. The award will be made during the Commencement Exercises.

*Valedictorian Scholarship*. Awarded annually to the valedictorian of the Senior Class in the Academy. This scholarship includes tuition and fees in Centenary College for one year.

*Boy Scout Scholarship*. Centenary College has offered a scholarship, covering tuition and fees, to the first scout in Shreveport who shall attain the rank of Eagle Scout.

*Rotary Club Scholarship*. In the Endowment Campaign, put on by the Shreveport Rotary Club in November, 1921, the team raising the most money for the fund was given the privilege of awarding to some worthy young man a scholarship in Centenary College. The team led by Mr. Harry W. Weil won, and awarded the scholarship, which covers tuition and fees, to Minor Ford, of Lewisville, Arkansas.

Other scholarships varying in details and conditions are offered by Mr. E. A. Frost, and the Woman's Department Club of Shreveport.

**EXPENSES**

(Two terms,  $4\frac{1}{2}$  months each, to the school year.)

**TUITION AND FEES**

Tuition per term of $4\frac{1}{2}$ months each.....	\$50.00
Matriculation Fee, paid once only on entrance.....	5.00
Contingent Fee, each term .....	2.50
Library Fee, each term.....	2.00
Athletic Fee, each term.....	2.50
Library Deposit, returnable less deductions for fines and damage or loss of books.....	2.00
Laboratory Fee, per term of $4\frac{1}{2}$ months for each course...	5.00
Diploma Fee .....	5.00
Late Registration Fee.....	2.00
Change of Course, after first two weeks.....	1.00
Special Examinations .....	2.50
Medical Fee .....	3.00

**BOARD AND ROOM**

Board, per term.....	\$90.00
Room, per term.....	22.50

A deposit of \$5.00 is charged each student rooming in the dormitory and is returnable at the end of the school year less any damage done to the room or furniture.

**ADMISSION REQUIREMENTS**

The Academy admits boys and girls who have completed successfully the seven years of grammar school work.

Those entering from grammar school must present, when they register, certificates from the schools they last attended, stating that they have completed the course. Students of advanced high school standing must present, on entrance, a detailed statement of the high school units already obtained, signed by the principal of the last school attended. Such statements from approved high schools will be accepted unconditionally; those from unapproved high schools will be accepted conditionally, the work of the student determining whether or not full credit will be given in the subjects offered. The faculty of

the Academy reserves the right to require examinations in any subjects offered at entrance.

All statements of work completed elsewhere should be accompanied by list of book reports made in the English courses, and by note-books and laboratory books in science subjects.

Students entering late will be required to do extra work under special instruction in order to make up deficiencies. This work must be done at the student's expense. In case of a student's entering late directly from another school, the faculty reserves the right to require examinations in subjects offered.

### REPORTS

Monthly reports are sent to the parents or guardian of each student. The parents or guardian receiving the report are requested to sign it and return it as soon as possible to the Academy. The Academy year is divided into two terms, and at the close of each term reports are sent to the parents or guardian, containing the term grade of the student in each subject and the units credit obtained.

Students who show an inability to carry such work as they may have begun will be required to change to lower classes regardless of any previous credit that may have been obtained in the work of those classes.

### REQUIREMENTS FOR GRADUATION

The requirements for graduation in the Academy are as follows:

Each student must have completed sixteen units of work. By unit is meant one period of recitation, five times a week, for thirty-six weeks.

There must not be fewer than three majors and not more than two electives. A major is three or four units in one subject. An elective is one unit in one subject.

Each candidate for graduation must complete the prescribed units that are listed below. Other units necessary to complete the required sixteen may be selected from any of the courses offered by the Academy, provided the requirements regarding majors and electives are met.

*The Prescribed Units* are as follows: English, 3; Foreign History, 1; American History and Civics, 1; Physical Science, 1 (to be selected from Chemistry or Physics); Biological Science, 1 (to be selected from Botany, Zoology, and Physiology); Algebra, 2; Plane Geometry, 1; Latin, 3; if Latin is not taken, two units of French and two of Spanish are required.



**THE COURSE OF STUDY****ENGLISH**

English 1. One unit. Required of Freshmen.

This is a thorough course in grammar designed to give the student a solid foundation for work in more advanced English and for work in other languages. The text used is Ward's *Sentence and Theme*. In addition to the study of grammar, frequent themes are required, and the following classics are studied: Selections from Elson's *Reader*, Bk. 4; Scott's *Lady of the Lake*, and *The Sketch Book*.

English 2. One unit. Required of Sophomores.

This course includes a review of grammar and an introductory course in composition. The text used is Ward's *Theme Building*. Frequent themes are required. The following classics are studied in class (four or five are selected): Poe's *Poems and Tales*, *As You Like It*, *A Tale of Two Cities*, *The Ancient Mariner*, *The Odyssey* (selections); *Sir Roger de Coverly Papers*.

English 3. One unit. Required of Juniors.

This is a thorough course in composition and rhetoric, using Herick and Damon's *Composition and Rhetoric* as the text. Frequent themes are required. Four or five of the following classics are read in class: Carlyle's *Essay on Burns*, Tennyson's *Idylls of the King*, Shakespeare's *Julius Caesar*, Browning's *Shorter Poems*, Heydrick's *Types of the Short Story*, *Selection from the Aeneid*.

English 4. One unit. Elective for Seniors.

A study of the history of English and American Literature. Texts: Pace, *History of English Literature with Readings*; Boynton, *American Literature*. Frequent themes are required. The following are studied in class, in addition to readings taken from the various authors as they are studied: *Macbeth*, Burke's *Speech on Conciliation*, Palgrave's *Golden Treasury*, Milton's *Minor Poems*, Macaulay's

*Johnson, Selections from Emerson, Addresses from Webster, Washington, and Lincoln.*

In addition to the work as outlined above, eight book reports are required with each course in English. Books for these reports are selected from standard authors.

### HISTORY

English History. One unit. Elective. Text by D. H. Montgomery, supplemented by readings from English History.

Early European History. One unit. Required of Sophomores. Outline of European History, Pt. 1, Robinson and Breasted and Ashley's *Early European Civilization*.

Modern European History. One unit. Elective. Outline of European History, Pt. 2, Robinson and Beard, and Ashley's *Modern European Civilization*.

Note—The work in Early and Modern European History is supplemented by Readings in Robinson, Breasted and Beard, and other library and note-book work.

American History and Civics. One unit. Required of Seniors. Texts, James and Sanford and Stevenson's.

### MATHEMATICS

	<i>Unit</i>
Algebra, first year. Required of Freshmen.....	1
Wells and Hart <i>First Year Algebra</i> .	
Algebra, second year. Required of Sophomores.....	1
Wells and Hart <i>Second Course in Algebra</i> .	
Plane Geometry. Required of Juniors.....	1
Wentworth and Smith.	
Solid Geometry. Elective for Seniors.....	1½
Wentworth and Smith.	
Secondary Arithmetic. Elective for Seniors.....	½
Smith's <i>Applied Arithmetic</i> . 2d term.	

## SCIENCE

	<i>Unit</i>
Botany. Required of Sophomores.....	1½
Andrew's <i>Botany All the Year Round</i> .	
Zoology. Required of Sophomores.....	1½
Text, Herrick.	
Physical Geography. Selective .....	1½
Text, Tarr. First term.	
Commercial Geography .....	1½
Text, Redway. Second term.	
Physiology. Elective .....	1½
Ritchie's Human Physiology. Second term.	
Physics. Required of Seniors if Chemistry is not taken.....	1
Carhart and Chute.	
Chemistry. Required of Seniors not taking Physics .....	1.
Text: Hessler and Smith.	

The laboratory facilities of Centenary College are available for use by all Academy classes in science. Complete courses of laboratory instruction are given in all courses requiring such.

## LATIN

Beginner's Latin. One unit. Required of Freshmen who elect Latin instead of the modern languages. Text: Smith's *Latin Lessons*.

Cæsar. One unit. Required of students taking Latin. Text: Gunnison and Harley.

Cicero. One unit. Required of students taking Latin. Text: Gunnison and Harley.

Vergil. One unit. Elective for all students who have completed Cicero.

## FRENCH

First Year French. One unit. Required of Freshmen not taking Latin. Text: *The New Chardenal French Course*.

Second Year French. One unit. Required of students having one year of French. Text: Fraser and Squair, *French Grammar*.

**SPANISH**

First Year Spanish. One unit. Required of Juniors taking the Modern Foreign Language Course. Text: Hills and Ford, *First Spanish Course*.

Second Year Spanish. One unit. Required of students having one year in Spanish. Grammar and readings.

**COMMERCIAL**

Commercial Geography. A careful study is made of territorial specialization, as the fundamental basis for the facts of the course. Text: Brigham.

Commercial Arithmetic. The time is divided between advanced arithmetic and rapid calculation. Drill is given on short methods, much practice is given in handling the fundamental operations, and such practical applications are taught as are appropriate for a business man. Text: Van Tuyl.

Spelling. No pupil is allowed to graduate who cannot spell as well as business life demands.

Machine Operation. The pupil is here given the opportunity to become familiar with such machines as are in use in every large business office. Instruction is given in the use of the posting machines, the comptometer, the check writer, the multigraph, the adding machine, and such other inventions as he may need to operate in business life.

Penmanship. The students are drilled carefully and consistently upon a rapid and legible style of penmanship. No pupil is permitted to graduate who cannot write a legible hand at a fair rate of speed.

## COLLEGE STUDENTS, 1921-1922

<i>NAME</i>	<i>Parish or State</i>
Abramson, Isaac.....	Caddo
Adams, Eloise.....	Caddo
Airey, James.....	Caddo
Akin, Roy.....	LaSalle
Alford, Edgar.....	Richland
Armstrong, Larry.....	Sabine
Anders, D. F.....	Caddo
Arnold, Harvey S.....	Caddo
Arrington, Thomas W.....	Caddo
Bain, F. M.....	Caddo
Bain, H. H.....	Caddo
Bannerman, Charles M.....	Caddo
Barnes, Emilie.....	Caddo
Barnette, Chris S.....	Caddo
Beckcom, Warren.....	Vernon
Binford, D. B.....	Caddo
Boykin, James Mitchell.....	Bossier
Brown, Robert L.....	Jackson
Burgess, Elizabeth.....	Caddo
Burgess, Mark M.....	Caddo
Bynum, W. Stith.....	Caddo
Cady, Francis Cephas.....	Texas
Campbell, R. W.....	Mississippi
Carleton, Mary Ella.....	Caddo
Carpenter, John.....	Caddo
Cason, Byrnie.....	Caddo
Clark, Velva.....	Caddo
Clingman, Sallie Mat.....	Caddo
Conger, Sidney Lee.....	Caddo
Corry, G. Henry.....	Claiborne
Cornell, Julia May.....	Caddo



Dowell, John L.....	DeSoto
Dowling, Robert.....	DeSoto
Dufrene, Edgar.....	Terre Bonne
Drewett, L. L.....	LaSalle
Dufilho, Vivian.....	Caddo
Dunlap, Margaret.....	Rapides
Eastbourn, David.....	Caddo
Ellington, Maurice.....	Caddo
Ewing, James R.....	Caddo
Faulk, Paul Chase.....	Rapides
Fisher, Harry P.....	DeSoto
Fletcher, Orlene H.....	Red River
Gardner, Bessie Bee.....	California
Glover, W. B.....	Caddo
Godbold, R. W.....	Mississippi
Grambling, James.....	Caddo
Griffin, Hardin T.....	Caddo
Harlow, Randall.....	Caddo
Harper, Albert.....	Caddo
Harrell, Mary Virginia.....	Caddo
Harris, James T.....	Tennessee
Hendrick, John V.....	Caddo
Henry, John L. Jr.....	Caddo
Hoffpauir, Claud.....	Arcadia
Honeycutt, William C.....	Caddo
Howell, Robert P.....	Calcasieu
Hudson, Mortimer.....	Caddo
Hynum, Walter A.....	Madison
Jordan, Henry W.....	Jackson
Kent, John B.....	Allen
Keoun, Alton.....	Bossier
Knight, James A.....	Terre Bonne
Le Blanc, Erwin J.....	Caddo

Lide, Louise.....	Caddo
*Lowrey, Lamar.....	Vermillion
McClenaghan, Mattie A.....	Caddo
McDade, Loye.....	Caddo
McGhee, C. A.....	Sabine
Mellard, Herve H.....	Mississippi
Middleton, Joel S.....	Sabine
Miller, W. P.....	Caddo
Mitchell, Walter C.....	Caddo
Munday, Delia.....	Caddo
Nelson, Ragan K.....	Bossier
Parker, Oswald.....	Bossier
Palmer, Jean B.....	Caddo
Pattison, Geo. M.....	Sabine
Phillips, Will.....	Caddo
Phipps, Bernice.....	Caddo
Pierson, James.....	Natchitoches
Porter, Miller.....	DeSoto
Preston, John S.....	Caddo
Pruet, James T.....	Alabama
Purcell, George D.....	DeSoto
Purnell, John H.....	Caddo
Quinn, Geo. P.....	Caddo
Read, Robert H.....	Sabine
Richardson, Helen.....	Caddo
Riggs, Ralph.....	Caddo
Rockefeller, Rebecca.....	Caddo
Rosenblath, H. Coty.....	Caddo
Sandidge, C. C.....	Caddo
Skannal, A. C., Jr.....	Caddo
Sparks, Wm. H.....	Jackson

\*Died February 23, 1922.

Snell, Wm. Angus.....	DeSoto
Spinks, Thos. A.....	DeSoto
Taylor, B. C.....	Tennessee
Thompson, James.....	Caddo
Thrash, E. M., Jr.....	Caddo
Tucker, Clarence Lynn.....	Bossier
Vaughan, James.....	Sabine
Velinsky, Yetta.....	Caddo
Wafer, W. Clyde.....	Red River
Walters, Sallie.....	Catahoula
Walton, Robert.....	Caddo
Williamson, Eugene W.....	DeSoto
Worley, Wyeth.....	Caddo
Y'blood, Aubrey H.....	Arkansas

## ACADEMY STUDENTS, 1921-1922

<i>NAME</i>	<i>Parish or State</i>
Allen, Joe.....	Bossier
Allen, John C.....	Caddo
Anderson, Harold N.....	Caddo
Austin, Knox.....	Caddo
Adger, Gordon.....	Caddo
Barnes, Taylor.....	Caddo
Booth, Leon.....	Caddo
Barnett, Geo. R.....	Caddo
Boisseau, Beverly.....	Caddo
Burns, Robert.....	Caddo
Bridges, Oriël.....	Sabine
Brown, Pat.....	Caddo
Brown, Theron.....	Caddo
Buck, Ellsworth.....	Caddo
Burton, Paul.....	Caddo
Bynum, Richard M.....	Caddo
Bostain, Willie.....	Caddo
Bauguss, Minter.....	Caddo
Brock, Clark.....	Caddo
Brock, Roy.....	Caddo
Banks, W. G.....	Caddo
Carpenter, Eunice.....	Caddo
Carrington, Alton.....	DeSoto
Clanton, Lloyd.....	Caddo
Clark, Doris.....	Caddo
Carlisle, Edwin.....	Red River
Cooke, Robert M.....	Caddo
Conger, Tom.....	Caddo
Coor-Pender, Richard.....	Caddo
Connell, Malcolm.....	Caddo
Cook, R. Minter.....	Caddo

Craig, Lillian.....	Caddo
Craig, Martha.....	Caddo
Craig, Roma.....	Caddo
Crider, Kevil.....	Caddo
Dauchy, A. C.....	Caddo
De Fee, Fred.....	Red River
Dennis, Charles.....	Caddo
Dennis, Lela.....	Caddo
Dormon, Carolyn.....	Caddo
Few, Truman.....	Caddo
Fontenot, Burton.....	Arcadia
Ford, Minor T.....	Arkansas
Fox, G. L.....	Caddo
Fullilove, Crawford.....	Caddo
Fullilove, Eleanor.....	Caddo
Fullilove, Jack, Jr.....	Caddo
Fullilove, Samford.....	Caddo
Fullilove, Tom.....	Caddo
Gamm, Carol.....	Caddo
Gauthreaux, Albert.....	Caddo
Good, Grant R.....	Arkansas
Grounds, Luther.....	Webster
Gunning, Stedman.....	Caddo
Harris, Dallas.....	Sabine
Hatch, Frank B., Jr.....	Richland
Helm, James L.....	Avoyelles
Henry, Cecil.....	Vermillion
Henry, Elizabeth.....	Caddo
Horton, James A.....	Red River
Holland, Roscoe.....	St. Landry
Ingersoll, Wm. I., Jr.....	Caddo
Kennedy, John A.....	Caddo
King, John Elredge.....	Ouachita



Lavine, Donald.....	Caddo
Lawler, Francis R.....	Calcasieu
Lea, Alsie.....	Caddo
Lincou, Manuel.....	Caddo
Lindsay, Ben H.....	Point Coupee
Lipscomb, John.....	Caddo
McClanahan, Ev.....	Caddo
McClanahan, Henry.....	Caddo
McClure, Katherine.....	Texas
McKenzie, Arthur.....	Caddo
McCormack, R. L., Jr.....	Sabine
McGlone, Eugene W.....	Caddo
McGuffy, Lucille.....	Caddo
Marston, Helen Hope.....	Caddo
Moore, Edwin.....	Caddo
Mims, Miller.....	Arcadia
Miller, Wm. E.....	Caddo
Mading, Athlene.....	Caddo
Manheim, Haywood.....	Caddo
Montgomery, Lois.....	Caddo
Morgan, Gordon Lee.....	Caddo
Neild, Edward F.....	Caddo
Noel, William.....	Caddo
Palmer, William M.....	Caddo
Parish, Thelma.....	Caddo
Phillips, Gaillard.....	Caddo
Pleasant, John R.....	Caddo
Ponder, Jimmie.....	Caddo
Prosser, Breaux.....	Avoyelles
Pullen, Arthur.....	Caddo
Rushing, Paul.....	Caddo
Raulins, Edna.....	Caddo
Roeder, Jack.....	Red River

Ragan, Henry.....	Red River
Reid, Mary Fannie.....	Caddo
Rich, Hugh Vernon.....	Caddo
Riggs, Meredith.....	Caddo
Scales, Leon.....	Caddo
Sepaugh, Louis M.....	Caddo
Silsbee, Frank.....	Caddo
Silsbee, Mildred.....	Caddo
Smith, Christine.....	Caddo
Smith, Foster.....	Caddo
Smith, Hazel.....	Caddo
Spaulding, Maude E.....	Mississippi
Taylor, Paul L.....	DeSoto
Thompson, Mary Bell.....	Caddo
Thompson, William.....	Caddo
Tigner, Flavia.....	Caddo
Tigner, Lesley Lee.....	Caddo
Towery, Dick.....	Caddo
Trimble, Dorothy.....	Caddo
Townsend, Lloyd.....	Red River
Walford, Richard M.....	Caddo
Warren, Robert S.....	Caddo
Watts, Eugene.....	Texas
Weatherall, John W.....	Caddo
Weekly, Carlton B.....	Caddo
Williams, Whitfield.....	Natchitoches
Wheeler, Thurston.....	Caddo
Wilson, Mozel.....	Caddo
Worley, Dale.....	Caddo
Youngblood, Billie.....	Caddo
Youngblood, Herbert M.....	Caddo

## LIST OF ALUMNI

## COLLEGE OF LOUISIANA

1827

David L. Phares

Samuel W. Briggs

1838

James Lovey

A. J. Norwood

William Rice Sims

1839

Mark Boatner

James M. Edgar

R. W. Richardson

1840

Louis Carpenter

John Carrigan

John E. King

John C. McVea

1841

R. J. Bowman

A. W. DeLee

Joseph Joor

William McFall

R. G. Smith

R. S. Walker

1842

T. G. Talliaferro

1843

C. A. DeFrance

Charles Mitchell

1844

T. L. Mount

J. G. Parham

Edward Pickett

## CENTENARY COLLEGE OF LOUISIANA

Jackson, La.

1845

R. J. Brown

R. H. Felder

W. M. Jayne

N. V. Lane

A. C. Magruder

S. D. Mills

H. A. Moss

Joseph L. Mount

W. W. Porter

Robert H. Smith

## 1846

W. P. Winans  
Everet Lewis

John Hardgrove  
Charles Mason  
Thomas Freeland

## 1847

Thomas Botters

A. F. Dantzler

## 1848

H. W. Drake  
David McFeron

Walter G. Kearney  
J. T. Bernard

## 1849

Joseph A. Nettles

N. C. Palmer  
Daniel Williams

## 1850

C. G. Andrews  
W. A. Dickson  
John J. Heath  
W. Fergus Kernan  
L. G. Perkins  
Thomas F. Jones

T. W. Brown  
James E. Elam  
J. K. Kearney  
Charles McVea  
G. A. Scott  
J. Kilbourne

## 1851

M. R. Bowman  
W. D. Brigham  
John M. Lane  
W. H. Scales

C. T. Dunn  
John S. Shattuck  
G. W. Pearson  
H. S. Perkins  
John J. Jones

## 1852

J. J. Lane  
Charles Spencer  
D. C. Montgomery

A. C. Huff  
W. E. Montgomery  
W. L. Nugent  
M. T. Carter

## 1853

Robert C. Chaney  
Walter S. Compton  
C. S. G. Doster  
Thomas C. Kernan  
G. Merick Miller  
William C. Pipkin  
Calvin N. Hines  
Cyrus H. Ratcliff

George H. Clinton  
W. W. Dunn  
Francis M. Guice  
J. A. McPherson  
Sanford Perry  
Robert A. Pugh  
James F. Houston  
James W. Saunders

## 1854

Joseph Berry  
Hannibal Carter  
Allen Cook  
Jones S. Hamilton  
L. S. Hereford  
John McKneely  
C. F. Thompson  
H. H. Walsh

F. D. Conrad  
H. M. Carter  
W. W. Davis  
L. N. Dantzler  
A. G. Lane  
P. H. Swearingen  
W. S. Vaughan  
H. E. Weathersby

## 1855

Matthew J. Bowman  
James G. Carney  
Jesse T. Davis  
Charles C. P. DeLee  
Thomas C. W. Ellis  
Paul Gourrier  
James Moore  
W. F. Norsworthy  
George F. Sanderson  
W. B. Spencer  
W. W. Wall

A. P. Brown  
Charles W. Carter  
Edward J. Dloney  
Michael A. Dickson  
Ernest Gourrier  
T. W. Mieurre  
Josiah D. Nettles  
R. L. Pugh  
Samuel S. Singletary  
W. Nolan Tigner  
John S. Young



## 1856

J. W. Barrow  
J. H. Brigham  
Thomas Clinton  
K. A. Cross  
R. L. Dunn  
J. E. Gibson  
W. H. Knight  
R. J. Perkins  
W. G. Richardson

J. S. Billiu  
T. P. Caillouet  
T. M. Compton  
A. F. Drake  
J. M. Fly  
J. C. Griffith  
G. S. Mayo  
C. M. Pilcher  
J. C. Stafford

J. B. Tarleton

## 1857

Martin Anding  
A. L. D. Conrad  
Jeter C. James  
R. D. Norsworthy  
Louis Pepkin

William T. Atkins  
M. Hughlett  
R. W. Y. Newport  
S. E. Packwood  
H. D. Pond

A. Sambola

## 1858

R. H. Brown  
H. W. Bullen  
R. P. Cates  
A. O. Dumartrait  
C. C. Harris  
W. E. Erwin  
H. C. Quin  
W. F. Schwing  
B. H. K. Wailes

G. W. Buckner  
W. O. Burns  
J. J. Davis  
W. W. Farmer  
J. J. Hodge  
F. A. Jones  
L. Row  
T. W. Scott  
J. C. Williams

## 1859

D. H. Billu  
B. Edwards  
W. C. McGimsey  
J. E. Norwood  
J. F. Sessions

C. Chamberlain  
E. R. Jones  
E. H. Mounger  
M. L. Robinson  
A. M. Wailes

D. C. Willis

## 1860

S. Bass	J. W. Ard
M. R. Campbell	J. P. Carter
T. C. Evans	J. N. Lipscomb
G. S. Pilant	H. N. Sherburne
A. J. Spencer	S. E. Woskom
M. McD. Whitman	

## 1861

T. C. Bradford	H. E. Cockerham
E. S. Drake	J. T. Hilard
William M. Johnson	S. W. Lipscomb
T. D. Nugent	S. H. Rose

F. T. Stuart

## 1868

W. W. Drake

## 1870

W. Young Dixon	F. D. Brame
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## 1873

E. G. Miller

## 1874

T. C. Gordon	A. R. Holcombe
W. A. White	

## 1876

Charles W. Barrier	Philip H. Jones
T. Sambola Jones	Charles Kilbourne
Whyte G. Owen	

## 1878

W. H. Packwood	Jesse B. Shelmire
Charles Mason	

## 1879

John W. Chambers

## 1881

Charles S. Duke	Louis Levy
J. Walter Lipscomb	

1882

John M. Davies  
James Henry Fore

Stephen J. Davies  
R. H. McGimsey  
Ruffin Baker Payne

1883

Charles C. Miller  
Wm. P. Overby

David W. Faulk  
H. C. Mounger

1884

J. B. Bonney  
J. T. Cason, Jr.  
George E. Green  
A. J. Murff

Ernest E. Brown  
J. W. Cooper  
H. D. Kimball  
A. L. Ponder

1885

J. A. Cason  
G. H. Galloway  
J. C. King

W. H. Faulk  
E. L. Irwin  
Charles E. McLean  
W. W. Norsworthy

1886

C. B. Carter  
J. W. Drake  
Charles H. Hardenburg

B. M. Drake  
J. H. Ellis  
E. L. Viers

1887

O. K. Andrews  
B. N. Smith

C. K. Lewis  
M. S. Standifer  
J. M. Sullivan

1888

D. H. Dalton

W. W. Drake

1889

H. W. VanHook

R. H. Wynn

## 1890

F. R. Alexander  
P. M. Brown  
J. S. Johnston  
W. J. Roberts  
J. M. Sims  
A. Tomb

C. S. E. Babington  
T. W. Fuller  
W. H. Lewis  
O. H. Simpson  
C. B. Smith  
T. W. Whiteman

M. H. Wilkinson

## 1891

W. W. Drake

J. A. Pharr  
G. J. Woodside

## 1892

W. M. Drake  
J. M. Collins  
J. J. O'Beirn

H. N. Pharr  
D. A. James  
R. E. Rutledge

J. L. Scales

## 1893

A. Batson  
S. M. Collins  
N. E. Joyner

J. M. Carter  
A. H. Gay, Jr.  
S. C. Schwing

## 1894

S. B. Beall  
W. M. Hamilton

A. H. Dumas  
R. B. Putnam

## 1895

R. D. Alexander  
E. M. Decker  
A. R. Ladner

E. A. Pharr  
J. A. Wall  
S. D. Wall

## 1896

C. D. Atkinson  
S. C. Barrow

S. C. Fullilove  
W. F. Holcombe

## 1897

J. M. Daniel

A. R. Holcombe

## 1898

D. D. Cline  
I. Erwin  
J. C. Roberts

R. Daniel  
J. F. McClellan  
F. E. Singleton

## 1899

Albert S. Lutz  
George D. Pickles  
W. L. C. Wailes

J. Margruder Pearce  
Wm. Pipes, Jr.  
George G. Zenor, Jr.

## 1900

Adolph A. Bernard  
  
J. H. Slaughter  
Mrs. Carrie Schwing Tomb

Mrs. Willie Schwing  
Campbell  
Richard G. Holcombe  
Isaac D. Wall, Jr.

## 1901

Franklin O. Adams  
William D. Kleinschmidt  
Robert O. Randle  
P. G. Borron

James Moore Adams  
Albert Joseph Price  
Ellis H. Hoffpauir  
Inman W. Cooper, Jr.

## 1902

Lambert Oron Clark  
Miss Maria Mason

Miss Mary Hill Taylor  
George Olin Sanders

## 1903

Lewis J. Bass  
William L. Doss, Jr.  
James T. Nabors

William L. Byers  
Eugene K. Miller  
Levi H. Pearce

Walter G. McDonald

## 1904

R. H. Harper  
B. B. Taylor

I. S. Hoffpauir  
H. K. Doss

Mrs. Jennie May Cameron

## 1906

H. L. Townsend

Miss Eva K. Munsen

## CENTENARY COLLEGE OF LOUISIANA

Shreveport, La.

1912

Mrs. Lucille Atkins Hamilton	L. P. Whittington, Jr.
Mrs. Ruth Kessinger Wilbanks	J. C. Willis, Jr.

1913

H. Wade Cudd	Paul M. Elston
Luther E. Martin	I. B. Robertson
Linus A. Sims	E. L. Whittington

Henry T. Young

1914

W. Austin Odom

1915

Irwin T. Andrews	Benjamin H. Andrews
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McVea Higinbotham

1916

Quentin R. Henry	Truman F. Wilbanks
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1917

Ellis H. Brown	Hugh J. Smith
Thomas J. Holladay	Paul M. Brown, Jr.

Francis R. Power

1921

E. V. Duplantis	Warrena Harlow
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Garland G. Smith





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